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ABSTRACT

This course guide, the first in a two-year sequence, is designed to give students an overview of Greek and Roman culture and language from the era of the early Aegean civilizations in Greece and Asia Minor to the Augustan Age in Rome. Six units of study are concerned with the growth and development of Greece and with the metamorphosis of Rome from a small rural community to a world power. Each of the units seeks to develop single concepts relating to: (1) religion, philosophy, and environment; (2) continuance of civilizations and human interaction; (3) peace and the constructive society; (4) a concerned citizenry and the national good; (5) man's quest for immortality; and (6) language study. While the students' work is to be evaluated in terms of stated behavioral objectives, there are no lesson profiles per se. Wilson's workbook, "Basic Language Principles with Latin Background", is suggested for use with this guide. Bibliographies for the student and teacher are included. (RL)

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CULTURAL LANGUAGE STUDY

GRADE 7

Cleve. Hts.-Univ. Hts. City School District
Cleveland, Ohio
September, 1969

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JUNIOR HIGH SCHOOL COURSE GUIDE

CULTURAL LANGUAGE STUDY

GRADE 7

The course guide in Cultural Language Study in grade 7 presented herewith is published by the Board of Education of the Cleveland Heights-University Heights City School District and is authorized for use as a teaching guide in the subject and grade designated.

The content of this guide has been approved by a committee of secondary school teachers working under the leadership of Dr. Leonard Freyman, Director of Education. The organization and writing of the material as presented is the work of Miss Betty L. Schwartz and Mrs. Jacqueline W. Tappenden. Mrs. Marilyn Tillitz and Mrs. Michele McFarland accomplished the secretarial phase, and Miss Carol Ann Watson was responsible for the technical production.

Hearty appreciation is extended to Dr. Freyman, Miss Schwartz, Mrs. Tappenden, Mrs. Tillitz, Mrs. McFarland, Miss Watson, and all members of the committee who contributed to the preparation of this course guide.

Frank Gerhardt
Superintendent

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT
CLEVELAND, OHIO
SEPTEMBER, 1969

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FOREWORD

The seventh-grade course in Cultural Language Study is the first of a two-year sequence. It is designed to give the student an overview of Greek and Roman culture and language from the era of the early Aegean civilizations in Greece and Asia Minor to the Augustan Age in Rome. Units I, II, and III are concerned with the growth and development of Greece; Units IV, V, and VI deal with the metamorphosis of Rome from a small rural community to a world power. The course, however, is so constructed that the emphasis is on the Greek and Roman man in his society, rather than the growth of two great cultures.

Each unit is built around a concept, and topic questions have been devised to guide the teacher and student to a resolution of that concept. The course-guide throughout contains sufficient background material to serve as a text in itself. Should the teacher require additional material for enrichment or in-depth research, student and teacher bibliographies are appended.

There are no lesson profiles *per se*. It is possible that they may be developed as the course is taught and evaluated. Suggestions for the teaching time of each unit have been made; these are not absolute, however; they may be adjusted at the discretion of the teacher. It will not be possible to use all of the material which is included in each unit; therefore, the teacher may determine for himself which materials and activities are appropriate for his students.

The students are required to complete all the assigned material in the five texts and some independent work. At several points in the course guide suggestions for individual projects are offered. A student may choose one project and work on it throughout the year, or he may choose several minor projects to present at the appropriate point in a unit. In lieu of a project he may select a book from the reading list (or any book of his choice which is approved by the teacher) and present an oral report. Student and teacher should work together to determine the depth and breadth of the project.

ADMINISTRATION OF THE COURSE

1. Cultural Language Study is an elective course open to all students in the seventh grade.

2. The seventh-grade course is the first of a two-year sequence. It is recommended that the student continue the course in the eighth grade to derive full benefit and to equip himself for ninth-grade work.

3. Cultural Language Study will meet for one class period on Monday, Wednesday, and Friday during one week and on Tuesday and Thursday during the alternate week.

EVALUATION OF STUDENT PROGRESS

Student progress should be evaluated by the teacher periodically in terms of the behavioral objectives listed in the course guide.

FREE TEXTBOOKS

1. *Words from the Myths*, Asimov

2. *Heroes, Gods, and Monsters in the Greek Myths*, Evslin

3. *Stories from Greek History*, Desmurger

4. *Stories from Roman History*, Defrasne

WORKBOOK

The student will be required to purchase the workbook *Basic Language Principles with Latin Background*, Wilson

PHILOSOPHY

> Those who do not remember the past
> are condemned to relive it.
>
> George Santayana

> Excepting machinery, there is hardly anything in our culture that does not come from Greece... all the problems that disturb us today...all these agitated, as if for our instruction, the brilliant and turbulent life of ancient Hellas. There is nothing in Greek civilization that does not parallel our own.
>
> In the struggle of Roman civilization against barbarism within and without, is our own struggle; through Rome's problems of biological and moral decadence signposts rise on our road today.
>
> Will Durant

The study of antiquity -- ancient society, culture, language and life -- can be accounted worthwhile only if that society relates to and illuminates our contemporary life. An appraisal of this world in which we live -- a highly mechanized, swiftly changing world, a world from which we have launched men and missiles into the universe -- would tend to infer that our powers and problems are unique, indeed capable of being illuminated by posterity rather than antiquity. Yet, it is precisely because the modern adult is not secure about his own time that he needs the wisdom and sophistication which will enable him to question and doubt constructively, to meet and integrate new facts and concepts, and perhaps to initiate new concepts and changes of his own. In learning to understand better the responsibility of community and national citizenship he might become able to stabilize his personal goals and desires and to project them toward the creation of a constructive social framework, one strong enough to progress in spite of and because of its flaws, and one sure enough to serve as a healthy foundation for posterity. What is here described is a comprehensive challenge, and much of the understanding necessary to meet such a charge is in fact available through a study of antiquity.

Our problems are not unique. Population explosion, alienation, antipathy toward the "establishment," the conflicts between science and religion, the struggle of the poor and the clash of the races, the cold war and situational ethics, the cry for individualism -- none of these is indigenous to twentieth-century America. Indeed, these were the enigmas of classical society. In ancient Greece, subsequently in Rome, and finally today throughout the world, men cry out to be respected for themselves alone, not as creatures bound to one omnipotent overlord or another. Man, in order to gain respect for himself as an individual, must grant that same respect to all other men. Constructive interaction has always been the sine qua non of civilization.

The liberty of the individual to develop to his fullest potential is an ancient Greek ideal. Thus coalesced a political life unique to the Greeks -- democracy. Thus evolved a creative art that has been unsurpassed by generations and is still regarded with awe. It is Greek scientific theory which propagated our triumphs in the physical and psychological fields, and it is Greek philosophy which permeates our thought today.

The Romans were the immediate beneficiaries of Greek culture. As a matter of fact, Greek was the second language of the educated, cultured Roman. To the legacy of the Greeks the Romans gave their own practical bent as they translated Hellenic civilization into terms more suitable for universal use. Thus they were able to transmit a Graeco-Roman culture to the barbaric West, and thus they laid the foundations of modern Europe. They systematized education and bequeathed the seven liberal arts to the Middle Ages. The Romans were not content, however, merely to adapt Greek institutions. They too offered some original contributions to the progress of man. Engineering feats, such as their famous roads, bridges, and aqueducts, promoted civic life and brought men into closer contact with each other. In architecture the Romans strayed from the classic simplicty of the Greek model and exploited the possibilities of the vault, the dome, and the arch.

The monumental achievement of the Roman world, however, lay in the field of law. Much of Justinian's Code has been incorporated into Western law. Its basic principle, that of a true law founded upon right reason, is universal and unalterable, valid for all nations and for all times. The Roman empire was begun by military conquest, but it was won by law and order.

Our very alphabet -- although English is a Germanic tongue -- is a product of Rome and Greece. The Greek letters were adapted by the Romans and passed from Latin into the English alphabet. The Latin language is the unifying linguistic base of the Romance languages and is also the greatest benefactor of modern English. One out of every four Latin words has made its way into English. In addition, both Greek and Latin are still contributing to a vast technical and scientific vocabulary.

In the Renaissance as man emerged from an age of being constrained by authority and confined to the justifying dogma of the church, he turned to classical times for inspiration and guidance. He found in the past the roots of his world, the perspective which allowed him to live intelligently and purposefully in his present. And so today when we are plagued by seemingly vast and incomprehensible tribulation, we can find in antiquity the security of knowing that ours is not the first civilization so tried. We can banish the crippling feelings of guilt and fear by examining these same problems in another dimension, by avoiding the errors of classical man and by improving his solutions. Perhaps we can gain confidence that our time can be healed and regenerated as we learn from our ancient brothers and construct on the basis of their triumphs and tragedies.

RATIONALE

The school is not the only educative agency, for religious institutions, community and social organizations, and personal relationships have a powerful influence on the child. If the school curriculum is to stimulate in the child the will to learn as well as to present him with material worth learning, it should draw upon the resources of every medium with which he comes into contact. If our children are concerned with individualism, with poverty, with bigotry, with politics and government, let us not permit the national commercial television networks to become their major instructors. We as educators should aim toward meeting the needs of our students as these needs arise, not as their so-called "readiness" period emerges. If they are aware they are ready, and with the powerful thrust of their outside educators our youngsters are aware.

The need for the youth of our generation is to develop a healthy self-concept which will serve as a basis for ordering the world around him. The tumultuous result of this quest is evident on our school and college campuses all over the country. If students, as they are becoming teen-agers, can be led to identify the real problems of our world and to relate them to the same problems in classical societies which still influence our own, they may become able to exchange their early misgivings for early inquiry and to replace their later frustrations and angers with constructive change. If they can question intelligently, respond creatively and articulate profoundly, they can build healthful concepts of themselves and society and proceed to order both in a manner beneficial to both.

We educators, then, should focus our attention on the student himself. In breaking down the barriers among the subject disciplines we should try to provide for him situations in which he will be able to recognize perspective and time sequence in the study of man and in which he will become more able to translate specific features of man's complex nature into a unified whole. In giving him the tools for expressing his doubts and fears, his values and his commitments, we need to encourage him to assess the quantity, quality, and direction of change and to react to it on the basis of intellect rather than on that of emotions. At a time when his awareness is really developing we may succeed in giving him insights before he becomes overwhelmed by aversions. Only if the student can comprehend the overview of man in society -- the vast sea of civilization -- and realize the necessity of channeling into it his own creative endeavors and talents will he be able to acquire a powerful, integrated selfness and a profound respect for the struggles of his fellow man.

Breakthroughs in space, achievements in medicine, and new discoveries in technology have resulted in a world that is science-conscious, and the school curriculum today reflects this orientation. There is a need to correct this imbalance and to focus attention on that which is essential and common to all men. As our world grows smaller and remote areas of it become more accessible, the need for communication between and among its citizens arises as a major problem. Communication implies an understanding and respect for the worthy potential of each individual in spite of distinct socio-economic and political patterns. Communication implies a system of concern for oneself and one's fellow man, a recognition of each individual's ideas and his desire to participate in decisions which affect his life. Communication implies a recognition of the genuine process of democracy and its implementation within a society. Thus one is able to contribute to the construction of a more perfect society, and to a better inter-relationship between various and diverse societies. A primary tool of communication is of course language. In attempting to bring other societies into mutual relationship with our own, differences in language can become a formidable barrier. To bridge the gap between our civilization and that of classical Greece and Rome, the language barrier must be broken.

As our students examine the society of the ancient Greek and Roman and gradually discover that the problems of ancient man were not exclusive in his historical milieu but have recurred in subsequent periods and are very much in evidence today, they should simultaneously acquaint themselves with the language of these ancient people. The tongues which molded the languages of the modern Western world and which have produced two-thirds of the English words in our vocabulary have an important place in a serious attempt to collate and parallel the vital concepts of societies so much alike though so widely separated by time. Further, knowledge of Greek and especially of Latin can lead to greater familiarity with all the Romance languages and thus alleviate the verbal obstacles of our modern world. Facility with language is the first objective step to valuable communication among men and nations.

To meet realistically the needs of our students in their formative years, to help them become better equipped to live with themselves in their society, to provide them with the tools necessary to comprehend fully the structures upon which their society is based, and to understand totally the power and the purpose of change, we can build solid and valid foundations through an introduction to the language and life of the ancient, classical world.

PURPOSES

1. To develop in the student an ability to go from a simple awareness of definitions, circumstances, or conditions, to a response, to acceptance of a value, to commitment and belief in a task or cause, thus building a self-concept.
2. To arouse in the student a realization of his responsibility to himself, his family, his community, and his world.
3. To help him recognize and accept human weaknesses and imperfections.
4. To enable him to recognize, accept, and effect constructive change.
5. To help him recognize the importance of the pursuit of inquiry to establish a sound basis for the resolving of alternatives.
6. To motivate him to offer informed, responsible, and compassionate participation in the affairs of the physical, social, political, economic, moral and ethical world in which he lives.
7. To provide him with opportunities to accept and modify the consequences of his actions and responses.

BEHAVIORAL OBJECTIVES

The student should be able to:

1. Demonstrate an understanding of man's classical heritage.
2. Identify the relationships between the past and the present and from this identification be able to draw implications for the future.
3. Define man's universal challenges.
4. Demonstrate an understanding of the Greek humanistic philosophy as it relates to our own puzzles of creation and existence.
5. Demonstrate an understanding of artistic expression as a part of man's total development.
6. List some of the Greek and Roman scientific theories which evolved into the technological and psychological achievements of today.
7. Identify the foundations of our own democracy in Greek and Roman political development.
8. Identify the basic principles of Roman law which are the foundation for modern codes of law and order.
9. Describe contemporary education in its development from the Roman concept of the seven liberal arts.

BEHAVIORAL OBJECTIVES continued

10. Demonstrate increased skill in using the tools of self-expression and communication.

11. Identify the roots, prefixes, and suffixes of English words as derived from the classical languages and determine the meaning of unfamiliar words by analyzing their components.

12. Identify the Latin and Greek roots studied which are incorporated into English.

13. Compare and contrast arrangement of parts of speech in the English sentence with those in Greek and Latin structure.

14. Identify the function of Greek and Latin words within sentences by their inflections and translate simple Latin and Greek sentences into English.

15. Describe the influence of ancient languages on the various tongues of modern civilization.

INTRODUCTION: Homo sum: humani nil a me alienum puto.

Heauton Timorumenos, 77.
Publius Terentius Afer.

CONCEPT: MAN'S NEED FOR AN ORDERED VIEW OF HIS ENVIRONMENT AND HIS PLACE IN IT

TOPIC QUESTION: WHAT ARE THE INFLUENCES THAT SHAPE MAN'S LIFE?

Have the pupils build a list of factors in response to this question. Make certain that the following points are covered:

1. The lives of men who have gone before; past civilizations.
2. The lives of the men with whom he lives in his community and in his world.
3. His need for order.
4. His environment; geographic, climatic, economic.
5. His need for a means by which to rationalize his existence.
6. His need for aesthetic expression.

TOPIC QUESTION: HOW DOES MAN RESPOND TO THESE INFLUENCES?

Have the pupils build a list in response to this question. Make certain that the following points are included.

1. He attains skills with which to accommodate himself to his environment or he learns to challenge his environment.
2. He establishes an order through which he can live with his fellow man.
   Discuss the possible forms such order may take:
   a) government -- types
   b) war and repression
   c) war and freedom
3. He questions the accomplishments of past generations and tries to learn from them.
4. He establishes a philosophical foundation by which to live, i.e., he establishes a religion to which he then adheres.
5. He expresses his reactions to his existence through art, music, and literature.

INSTRUCTIONAL MATERIALS:

1. EBE Film, "The Humanities"
2. Words from the Myths, Asimov
3. Maps of Greece (one per student)

SUGGESTED ACTIVITIES:

1. Map Study: points to include and emphasize:

   a. Greece is at the southernmost extremity of the Balkan Mountains.
   b. The whole land consists of hard limestone mountains separated by deep valleys, and it is cut almost in two by the Corinthian Gulf.
   c. East of the Corinthian Gulf a group of mountains makes up the mainland.
   d. The jagged Greek peninsula is in total approximately 25,000 square miles of mountains and narrow plains.
   e. The mainland is bordered on the sea by the Peloponnesus and rounded off on the south by the island of Crete.
   f. The west coast is rugged with few good anchorages.
   g. The east coast is rich in bays and harbors.
   h. Hundreds of little islands dot the Aegean Sea between the Greek mainland and the Greek colonies on the coast of Asia Minor.

2. Discussion topics from the Introduction of Words from the Myths

   a. The invention of gods in order to understand such phenomena as wind, lightning, seasons, plants and greens.
   b. Religion that thus grew - p. 4
      Mythos
      The system of gods
      Christianity that changed the religion but never killed the myths
   c. Science as related to the old myths -- p. 6
      Words that came into our vocabulary straight from the Greek myths -- p. 5
   d. Possible questions at this point:
      1) What kind of people are these whom we are discussing?
      2) What kind of people are we?
         a) Do we wonder about the world around us?
         b) Do we use religion to answer our questions?
         c) Do we use science to answer our questions?
         d) Do we differ from the early Greeks? In kind? In degree?

         (Perhaps some of these questions must be only tentatively discussed at this point and carried through the entire unit and entire study.)

2. With this type of geographic environment how must the Greek have responded?

   Make sure that the following points are included:

   a. The Greeks had every incentive to become a seafaring people.
   b. Their activities tended to be directed toward the east.
   c. It took a long time for the Greeks to make contact with the Indo-Europeans on the west.

SUGGESTED ACTIVITIES: continued

4. What kind of societal pattern must emerge?

   a. Can a single ruler rule? Why? Why not?
      Prinitive transportation, barriers of water and mountains
   b. Each group, then, must order itself; thus each group becomes very much aware of its independence.
   c. Every man must be responsible to the whole if they are to survive.
   d. Every man must be master of a whole range of skills, for small populations cannot produce or support specialists.

5. What kind of societal organization do we have?

   Be prepared to discuss later whether or not we really have a democracy, or are we too big for a real democracy?

6. Is our geographic position a factor in the type of societal organizations we have? Why?

7. Back in early Greece, than, if each group became very much aware of its independence, how would each man eventually come to feel?

   More and more Greek men felt a deep awareness of self and of self-potential. It became a major Greek philosophy that man must be honored for his individual worth and treated with respect just because he is himself.

8. What are the dangers in such a philosophy?

   Ask this question of the class and be sure to elicit the following:

   a. Man, in asserting his own claims of respect for his individuality, liberty and potentiality, might pay too little attention to his neighbor who feels the same way about himself. The result could be anarchy.
   b. How much of this sounds familiar regarding our own contemporary society?
   c. Do we share the philosophy of the Greeks about the individual worth of man?
   d. Is there danger of anarchy in our country?
   e. Is there danger of dictatorship in our country?
   f. What do the hippies propose as a societal organization? Evaluate.
   g. Is there a need for dress codes?

   (The above should bring some argument from the students. The teacher should be prepared to accept each point of view and keep the peace; in fact, the teacher should stay out of the discussion as much as possible. Close the discussion at a propitious time, suggesting that the student may come to decisions about these matters as the study continues.)

SUGGESTED ACTIVITIES: continued

9. Project: In connection with question #4

   Compare societal patterns of a small nation in classical times with these of the modern state of Israel. Israel is a modern small land that had in it too many specialists who then had to learn a whole new range of crafts in order to survive. Doctors from Europe became Israeli farmers. Every man is certainly responsible to the whole. In its most severe form this community-responsibility is shown in kibbutz living. Other manifestations of this dependency on one another are the extremely high taxes and the fact that every person is subject to military service -- men and women.

10. Summarizing discussion and possible conclusions

    a. Do people of various countries and various eras differ in kind or degree?
    b. What physical factors are pertinent in determining how man orders his existence or his environment?
    c. What factors are pertinent in determining how man lives with his fellow man? How do societal patterns grow?
    d. In what ways does man resolve his questions about the world around him?

    Man, a biological, rational, emotional and spiritual creature, is born into a geographic, climatic, social and economic environment; he consistently strives to accommodate himself to this complex milieu.

SUGGESTED TIME: One to two weeks.

UNIT I: Sunt enim ex terra homines non ut incolae atque habitatores sed quasi spectatores superarum rerum atque caelestium, quarum spectaculum ad nullum aliud genus animalium pertinet.

Cicero, DE NATURA DEORUM II, p. 140

CONCEPT: Religion is a force in ordering man's existence.

TOPIC QUESTION: DOES MAN NEED A BASIC RELIGION OR PHILOSOPHY OF LIFE IN ORDER TO RESPOND CONSTRUCTIVELY TO HIS ENVIRONMENT?

Have the students build a list in response to this question. The following points should be included:

1. He explains his own existence through a supernatural plan.
2. He explains physical and natural phenomena through belief in a supernatural power.
3. He explains illogical advances and reversals by the force of a supernatural power.
4. Some men need a belief in an after-life in order to be able to accept death.

TOPIC QUESTION: DO SCIENCE AND RELIGION DEFY EACH OTHER?

Student discussion should include these points:

1. The very word myth implies a lack of accuracy or historical truth, but the very fact that the myth grew gives it substance.
2. Differences in time - the age of the earth, for example - can be explained by the fact that ancient people may not have measured time as we do.
3. Differences in time are not really important if the results are the same. What matter if G-d created the earth as we know it in seven days or if it evolved geologically several billion years ago. The miracle of the earth is the same.
4. What is the Biblical explanation for the many diverse languages of the world? (Tower of Babel)
5. What is the scientific or practical explanation of language development? People coming to one place from various different lands bring with them their own languages which merge with the existing languages to form a new one.
   Is this so different from the Biblical explanation?

INSTRUCTIONAL MATERIALS:

1. Words from the Myths, Asimov
2. Heroes, Gods and Monsters of the Greek Myths, Evslin
3. Notebook to be purchased by each student
4. Mimeographed language study sheets

SUGGESTED ACTIVITIES:

1. Discussion topics from Chapters 1, 2 and 3 in Asimov and Chapters 1, 2, 4, 5, and 6 in Evslin: as well as from language study sheets.

SUGGESTED ACTIVITIES: continued

1. Discussion topics...continued

   a. Chapter 1 in Asimov:

      1) The word chaos - Greek meaning and contemporary meaning page 9
         The word cosmos - Greek meaning and comtemporary meaning - pages 10-11
      2) The first system of myth:
         a) Ouranos and Gaia as man and wife giving birth to children
         b) Giants and the Cyclops
            The Cyclops are supposed to have built the walls of Tiryns and Mycenae. We'll soon be studying these two cities of preclassical Greece.

      All references to Latin adaptations of language under discussion in this chapter and the consequent naming of planets should be observed with the notice that we will return to a greater depth study of this material as we discuss Roman culture and the Latin language.

      This is a beginning of an ordering of the supernatural. The Greek has begun to establish a religion to answer his questions about life.

   b. Chapter 2 in Asimov:

      1) Discuss the major gods in the chapter and their relationships to each other - the families of gods:
         a) The Titans
         b) The defeat of Ouranos by Cronus
         c) Atlas and his family - Atlantides; Hesperides; Nymphs
         d) Hyperiod and his family - Helios; Selene; Eos
         e) The daughters of Ouranos and Gaea - Eumenides; Moirae
      2) What contemporary references are made to these mythological characters?

Mr. Asimov in these two chapters places a great emphasis on etymology, the fact that so many Greek words provide us with English derivatives. This is a good point in our study, then, at which to take up an introduction to the Greek language.

Language Chapters 1 and 2, Asimov

METHOD

There will be no effort made at this time to teach classical Greek to the seventh-grade student in a systematic, grammar-oriented fashion. During these early weeks of the course the student will be introduced to Greek words that have been transmitted to the English language. An effort should be made to correlate the vocabulary with the historical or cultural theme of each unit.

No grammar text will be used in the seventh-grade course until the last unit of the course when the Wilson text will be introduced for teaching Latin via English.

Begin with a paragraph, which you will distribute to the students, illustrating the number of common English words which are Greek-derived. Point out that the students have been speaking Greek for years without realizing it. Emphasize that there are over 500,000 words in the English dictionary which have been borrowed from the Greek language and that the number continues to grow as a result of new scientific terms which are constantly being coined from the Greek.

The accompanying paragraph may be used for this purpose, or the teacher may construct one of his own on any suitable topic.

As the student reads Chapters 1 and 2 in the Asimov text and learns how the ancient Greek explained the creation of the universe, he will encounter words that have become a part of the English language. At this point he will begin his derivative notebook. The mimeographed Greek alphabet will serve as a guide to the student for copying the Greek words and pronouncing them. There is no necessity for his memorizing it at this time. The mimeographed sheets on diphthongs, breathings, pitch marks, syllabication, and punctuation are for reference only. Breathing and pitch marks should, however, be used by the students in their notebooks.

Have the students copy the Greek words from the board. Show them how to transliterate from the Greek characters. Elicit from them, as much as possible, the meaning of the word and as many English derivatives as possible. Much of this activity will take place in the classroom, but as the students acquire skill, the teacher may want to assign part of the list as homework. The English derivatives should be discussed and used in sentences. These sentences may be used as a homework assignment also. Care should be taken that the students learn to create sentences that show clearly the exact meaning of the word.

e.g. 1. I like mythology. (Not acceptable)

2. We think of myths as the "fairy-tales" of the ancient Greeks and Romans. (Acceptable)

Peter and George are seventh-grade boys who are close friends but who have different interests. Peter is interested in athletics and spends hours doing calisthenics in the school gymnasium. George prefers to spend his time in the science room peering through a microscope. He plans to study biology and zoology in college. Both boys like to build rockets and carry on lively dialogues about America's space program. The Apollo venture seems very exciting to them, and they know many of the technical details of space travel.

Language, Chapters 1 and 2, Asimov

	Greek Word	Transliteration	English Meaning	English derivatives
1.	Ἕλλην	Hellen	a Greek	Hellenic, Hellenistic
2.	Θεός	Theos	god	theology
3.	Θεά	Thea	goddess	
4.	κόσμος	cosmos	order, universe	cosmic, cosmology
5.	βίος	bios	life	biology
6.	ἄνθρωπος	anthropos	man	anthropology
7.	λόγος	logos	word, reason study	logic
8.	μῦθος	mythos	speech, fable	mythology
9.	αὐτός	autos	self	autonomy
10.	χαός	chaos	abyss	chaotic
11.	οὐρανός	Uranos	sky	uranium
12.	γαῖα	Gaia	earth	geography
13.	Τιτάν	Titan	Titan	titanic
14.	Ἄτλας	Atlas	Atlas	Atlantic
15.	χρόνος	Chronos	Chronos	chronic, chronicle
16.	τρόπος	tropos	a turn	atrophy
17.	ἥλιος	helios	sun	heliocentric
18.	μορφή	morphe	shape, form	amorphic
19.	Κύκλωψ	Cyclops	Cyclops	cyclopean
20.	Γίγαντες	Gigantes	Giants	gigantic

The Greek Alphabet

			Phonetic Value
Alpha	Α	α	father
Beta	Β	β	bed
Gamma	Γ	γ	gamble or sing
Delta	Δ	δ	den
Epsilon	Ε	ε	met
Zeta	Ζ	ζ	zeal
Eta	Η	η	they
Theta	Θ	θ	thin
Iota	Ι	ι	pin
Kappa	Κ	κ	keep
Lambda	Λ	λ	land
Mu	Μ	μ	men
Nu	Ν	ν	numeral
Xi	Ξ	ξ	axle
Omicron	Ο	ο	on
Pi	Π	π	planet
Rho	Ρ	ρ, ῾	run
Sigma	Σ	σ, ς	sit
Tau	Τ	τ	tell
Upsilon	Υ	υ	rule
Phi	Φ	φ	philosophy
Chi	Χ	χ	character
Psi	Ψ	ψ	lips
Omega	Ω	ω	ode

Diphthongs

	Transliteration	Pronunciation
1. αι	ae, e	ai in aisle
2. ει	ei, i	ei in freight
3. οι	oe, i, e	oi in toil
4. υι		we
5. αυ	au	ow in cow
6. ευ	eu	eh-oo
7. ηυ	eu	eh-oo
8. ου	u	ou in group

When a long vowel combines with iota, it forms an improper diphthong, the iota no longer affecting the sound. If the vowel to which it is attached is a capital, the iota is placed on the same line; otherwise it is placed beneath the letter to which it belongs and is called iota subscript. (Hι, ῃ, Ωι, ῳ)

Breathings

1. The Athenians originally employed *H* as in English. When they adopted the Ionic alphabet, in which *H* was *eta*, it became necessary to invent a new symbol to take its place. The symbol (ʽ) is called "rough breathing." Words without the *H*-sound received a "smooth breathing." (ʼ)

2. Every Greek word which begins with a vowel or diphthong must have a "breathing" mark. This symbol is placed over the initial vowel or the second letter of a diphthong. If the word begins with a capital letter, the breathing mark is placed before the letter.

3. Initial rho (ῥ) always has the rough breathing mark and is sounded like *rh* in English.

Syllables

1. Every Greek word has as many syllables as it has vowels or diphthongs. There are no silent letters other than the *iota subscript*.

2. The final syllable is called the *ultima*; the syllable preceding the *ultima* is called the *penult*; the syllable preceding the *penult* is called the *antepenult*.

3. In dividing words into syllables, place with the *following* vowel or diphthong a single consonant or such combination of consonants as can be pronounced together at the beginning of a word. With compound words or words in which the first element is *δυο*, the division is made at the point of union.

Accent (Pitch Marks)

There are three accents -- acute (´), grave (`), and circumflex (~). They do not affect pronunciation, but they obey very strict laws and sometimes help to distinguish between words that appear to be identical in spelling.

(e.g., *εἰμι*, I do; *εἰμί*, I am)

1. The acute may stand on one of the last three syllables of a word, the circumflex only on one of the last two, and the grave only on the last.

2. The circumflex may stand only on a long vowel or a diphthong. If a vowel has the circumflex accent, no other mark is needed to show that the vowel is long.

3. An accented penult takes the circumflex if it is long by nature and the last syllable is short; otherwise the acute.

4. An accented *ultima*, if short, takes the acute; if long, the acute or the circumflex.

Accent (Pitch Marks) continued

5. An ultima that normally has an acute changes to the grave when another word immediately follows without intervening punctuation.

Stress

Stress in Greek words is determined as in Latin.

1. The last syllable (ultima) is never stressed.
2. The second-to-last syllable (penult) is stressed if it is long.
3. If the second-to-last syllable is short, the third-to-last syllable (antepenult) is stressed.

A syllable is long if it contains a long vowel or diphthong. (long by nature)

A syllable is long when its vowel is followed by two consonants or a double consonant. (long by position)

Notes

1. η, ω are always long

   ε, ο are always short

   α, ι, υ may be long or short

2. There are three double consonants: ζ (dz), ξ (ks), ψ (ps).

Transliteration

1. υ is regularly represented by y
2. κ is regularly represented by c (k is sometimes retained, as in leukemia, to indicate the hard sound in English)
3. ρ at the beginning of a word is represented by rh
4. γ before κ, γ, χ, or ξ is represented by n
5. αι is represented by ae or e
6. ει is represented by i or e
7. οι is represented by oe, i, or e
8. ου is represented by u

The Greek endings ος and ον are often represented in English by the Latin -us and -um.

Punctuation

Greek has four marks of punctuation:

1. , comma, as in English.
2. . period, as in English.
3. ·a point above the line, equivalent to both the colen and semicolon in English.
4. ; question mark, which is the same in form as the English semicolon.

SUGGESTED ACTIVITIES: continued

1. Discussion topics...continued

   c. Chapter 3 in Asimov:

      1) Discuss the major concepts and further development in the powers of the gods:
         a) Zeus' defeat of Cronus - parallel to Cronus' overthrow of Ouranos
         b) Zeus and his brother and sister Olympians - Poseidon, Hades
         c) Hades and his territory - Underworld; Elysian Fields
         d) Parallel to Hades-Erebus and Night
         e) Demeter and Persephone
         f) The affections of Zeus - Io; Europa; Ganymede
         g) Zeus and Hera

         Note that the Greeks referred to a "Golden Age" of Cronus. There will later be reference to a Golden Age of Greece.
      2) Note the following paragraph from p. 49 in Asimov:

         This battle between the Titans and the Olympians may have been a symbolic description of the invasion of the land now called Greece by the first Greeks. These brought their gods with them, including Zeus, to displace or absorb the gods of the pre-Greek inhabitants.
      3) Aegean civilization dates back to the fourth millenium B.C. There is evidence of this culture found in Crete, Troy, and Mycenae and Tiryns on the mainland. People may have migrated to this area about 8000 BC. Probably in 3200 BC.they began to use copper. The bronze culture is said to have originated here. Between 2400 and 1800 BC there was a continuous establishment of culture. (See language study on following page)

   d. Chapters 1 and 2 in Evslin; Suggested questions:

      1) How did Cronus try to insure his continuous rule?
      2) How did Zeus avoid the fate of his brothers and sisters?
      3) How did Zeus finally save his brothers and sisters?
      4) Describe the battle in the heavens.
      5) Note the origin of the word panic.
      6) Describe the relationship between Zeus and Hera.
      7) Identify Zeus' three legitimate children.

      Note how this material compares and contrasts to the material in the Asimov book. Reading about these deities again in this story-fashion serves to reinforce what was read earlier in Asimov in the academic context.

   e. Chapters 4, 5, and 6 in Evslin: suggested questions:

      1) Chapter 4 - When the realm was divided Zeus took the sky, Poseidon took the seas, and Hades took the underworld.

Language, Chapter 3 in Asimov

Greek Word	Transliteration	English Meaning	English Derivative
λήθη	lethe	forgetfulness	lethargic, lethal
ἄρκτος	arctos	bear	arctic
ἀνταρκτικος	antarcticos	opposite the bear	antarctic
μύστης	mystes	one-initiated, mystic	mystery, mystic
Πλοῦτος	Plutos	the wealth-giver	plutocracy

SUGGESTED ACTIVITIES: continued

1. Discussion topics...continued

    e.

        1)
            a) Why was Poseidon happy with the sea as his domain?
            b) Describe the character of Poseidon.
            c) Discuss his underwater palace and his wives.
            d) Discuss his battle with Athene.
            e) Discuss his affairs with Demeter.
        2) Chapter 5
            a) Why did the Greeks put a coin under the tongue of a corpse?
            b) Who is Cerberus?
            c) Describe the world of Tartarus.
            d) What were the special punishments of Sisyphus and Tantalus?
            e) Describe the personality of the god Hades.
            f) Who were the judges in Hades?
            g) How were people dispersed after they were judged?
        3) Chapter 6
            a) Discuss the character and fate of Demeter.
            b) What was the cause of her despair?
            c) How was Demeter able to save her daughter, Persephone
            d) Describe Persephone's reaction to her adventure in Hades.
            e) What natural phenomena does this story serve to explain?

2. Projects:

    a. Prepare or conduct a discussion of comparative religion, guided by the teacher.
    b. Prepare and present a dramatization of any one of the chapters in Evslin which we have studied.

3. Summarizing discussion and possible conclusions:
    a. How old is the earth?
    b. How old is the earch according to the Bible?
    c. What is the scientific explanation for creation?
    d. What is the Biblical explanation for creation?
    e. Which explanation is more comfortable for you - better suits your philosophy? Can you tell why? (Teacher never force this)
    f. What is the scientific explanation of a volcano?
    g. How did the Greeks explain the volcanic rumblings?
    h. How do you explain the rumblings of thunder and the flash of lightning, especially when you are alone at night during a storm?

Religion is, then, a force which influences man's life. Is it a beneficial influence or an opiate? Each man must make his own decision and find his own philosophical security. But whether he accepts or denies belief in a super-natural power of some kind, he still must admit that religion is a force in ordering man's existence.

SUGGESTED TIME: Four weeks

UNIT II: Sic aliud ex alio numquam desistet oriri vitaque mancipio nulli datur, omnibus usu.

De Rerum Natura, III, 970
T. Lucretius Carus

CONCEPT: CIVILIZATIONS ARE NEVER COMPLETELY DESTROYED BUT OWE THEIR CONTINUANCE TO MAN'S INTERACTION WITH OTHER MEN AND OTHER CULTURES.

TOPIC QUESTION: IN WHAT WAYS DO GREAT CIVILIZATIONS LEAVE THEIR IMPRINT ON SUBSEQUENT CULTURES?

1. In the early Bronze Age, as man responded to the stimulus of new ideas, the knowledge of how to mix copper with tin marked the beginning of a high stage of civilization in Europe. What evidence do we have of this transitional period in man's development?
2. Crete, the farthest outpost of Aegean civilization seems to have flourished separately for a long period in peace and prosperity. As man's knowledge and skills grew, contact with other civilizations was inevitable. What influences acted upon Minoan society and caused its destruction, rebirth, and dissemination?
3. The rich civilization on the mainland which centered in ancient Mycenae flourished almost simultaneously with that of Crete. Do we have evidence of similarities in these two cultures? Is it likely that the Cretans, a sea-loving people, might have been driven from their island stronghold by invasion or earthquake and settled on the mainland, bringing their rich art, customs and language to the Peloponnesus? In what way did the Cretans and Myceneans differ? In their art? In building? Would proximity to other tribes cause a significant difference in the Mycenean way of life?
4. Troy's geographical position and possession of rich mines could not remain untouched by invaders for long. The Myceneans, as well as other early Greek people, felt the need of land for further settlement. Is the desire for expansion and increase of wealth a more credible reason for the Trojan War than the abduction of Helen?
5. Does the evidence of a diminishing in creative power create a need for contact with other people?

TOPIC QUESTION: IN WHAT WAY DO GREAT POPULATION SHIFTS EFFECT CHANGES IN SOCIETY?

1. What was the nature of the economic revolution that colonization produced? What effect did the accumulation of wealth and land by a growing aristocracy have on the poor?
2. How did population explosions, increased trade and industry, and class-consciousness lead to the development of the city-state? What effects do wealth and poverty, existing side by side, have on society? What were the good features of the city-state? In what way did these small, semi-independent societies hinder the Greek in his ability to look beyond ties of kinship and citizenship and envision a broader society of man?

(The concept and topic questions for this unit are designed to cover the entire period of Aegean civilization and colonization. It is essential, however, that the student see clearly the separate effects of each age as well as the interrelationship; therefore, the instructional materials, suggested activities, and projects are subdivided.)

I. Crete and Minoan Civilization

A. Instructional Materials

1. Students' map of Greece
2. Text, Heroes, Gods and Monsters of the Greek Myths, Chapters 3, 22, 23
3. Text, Words from the Myths, Chapter 4
4. Visuals (Minoan civilization and art)
5. Background material for teacher (The information supplied in this course guide is generally adequate. If the teacher feels the need for additional enrichment, he may want to consult the teacher's bibliography.)
6. Mimeographed material on language from Chapter 4, Words from the Myths

B. Suggested Activities

1. Map Study

   Point out via the map the geographic advantages that Crete enjoyed:
   - a. surrounded by water
   - b. excellent base for maritime pursuit
   - c. superior base for commerce
   - d. somewhat isolated by the sea and mountains, relatively well-protected from attack
2. Lecture and Discussion
   - a. Nature of the Cretan

     civilization often called Minoan in honor of King Minos people culturally advanced; lively, pleasure-loving; fond of bright colors, intricate games, elegant clothes. homes were sometimes five stories high, abounding in set-back terraces, astonishingly modern in their plumbing system, large stately rooms, broad staircases
   - b. Religion of the Cretan

     The Cretan can be called superstitious, rather than religious.
     He worshipped mountains, caves, stones, trees, pillars, the sun and moon.
     He paid devout homage to fertility; any organized religion, therefore, might be called a nature worship, centering around a mother-goddess whose rites were performed in the palaces or in the groves on the mountains. The symbol of the principal cult (the mother-goddess) was a double-axe and presumably placed a building or object under protection.
     Woman had a high social status; were considered equal to men.
     Life, apparently, was largely secular.
   - c. Discussion questions
     - (1) Would you say that our contemporary life is largely secular? Why? Why not?
     - (2) What role does religion play in our life?
     - (3) What other societies have based their religion on nature-worship?
     - (4) Is it likely that such a rich, skillful, artistic society could remain self-contained?
3. Trip to Art Museum

   (Prior to the trip the teacher may show visuals of the Palace of Knossos and the Minoan frescoes and give some background material.)
   - a. The Palace covers more than six acres, is built on the slope of a hill, and in some parts is several stories high. Some of the most impressive sights in the palace are the great central court, the throne room, the grand staircase (five flights of broad steps), and the magazines which stored immense jars for olive oil, wine, and grain.

I.

B.

3.

b. The vivid frescoes attest to the artistic genius of the Cretans; there is seen in them the artist's love of nature, bright color, and rapid action. Animals, fish, wildlife -- an imaginative art, more based upon the love of effect than an effort to be true to life, although the frescoes do give us information about the Cretan way of life: bullfights, processions and ceremonies. The women were generally painted white, the men red or dark; bright blues, yellows, and browns add to the decorative quality and gay atmosphere.

c. Potsherds, of prime significance in dating the stages of Minoan culture (2900-1100 B.C.), testify to Cretan naval power and love of the sea.

After the trip to the Art Museum, the teacher may want to enlist the aid of the art teacher in explaining fresco painting. He might also discuss the amazing excavations done at Knossos by Sir Arthur Evans and the almost-unbelievable fact that the various stages of Minean culture have endured the elements and the passage of 5000 years. What buildings of ours will last so long?

4. Mythological Study

a. Read and discuss Chapter 3, p. 16, in Evslin (Athene)
Describe the manner of Athene's birth.
What powers did she grant to man? What skills did she teach him?
Discuss the contest between Athene and Arachne.

b. Read and discuss Chapter 22, p. 144, in Evslin (Daedalus)
Point out that Athene was a Greek goddess and was not worshipped in Crete so far as we know. Daedalus, according to legend, was influenced by Athene because he was an Athenian who was exiled to Crete.
Why was Daedalus exiled to Crete?
Why was he favored at the court of Minos?
How did Daedalus help the queen?
Explain and discuss the results of his friendship for the queen.
The similarity between the legendary labyrinth and the intricate structure of the palace of Knossos should be pointed out, but the mythological nature of the Daedalus story should be emphasized.

c. Read and discuss Chapter 23, p. 155, in Evslin (Theseus)
Discuss the confused parentage of Theseus and its significance.
Discuss the meeting of Theseus and the gull.
Describe Theseus' adventures on the road -- four of them.
Note the line on p. 165 which states that Athens was not a great city in those days of the glory of Crete. The dominance of Athens is yet to come; the line on p. 169 forecasts the coming glory of Athens.
Why did Theseus go to Crete?
Note Theseus' decree as he talks to the young people on the ship:

> "You must not look upon yourselves as victims,
> or victims you will surely be."

In what other ways did Theseus prepare the victims on the ship to fight Minos?
Describe the scene in Crete as the Athenian ship with the victims arrives (Man's interaction with other men -- feelings for others)
Describe the meeting of Theseus and Minos; discuss their tests for proving divine fatherhood.
How and with whose help did Theseus defeat the Minotaur?
What is the tragedy of the story?
What is the position of Theseus at the end.

I.
  B.
    4.
      d. Read and discuss Chapter 4, Asimov
        Describe the origins of Aphrodite. (The Roman name, Venus, is more familiar to us; discuss briefly Venus in contemporary life from references in the chapter.)
        Discuss the planet named for Aphrodite.
        Discuss Athene as she is portrayed by Asimov, especially the significance of the name Pallas. Compare this material with that read in the Evslin book.
        Describe the Pleiades.
        Explain the origin and task of Hermes.
        Explain the significance of Hermes in the life of men.
        Describe the birth of "the twins."
        Explain the tasks or positions of Artemis and Apollo.
        How did they replace the Titans? How did Apollo come to be associated with the curing of disease.
        Tell the story of Asclepius.
        Describe the child Ares, son of Zeus and Hera.
        Discuss the son of Ares and Aphrodite. How do we pay tribute to him today?
        Discuss Hephaestus, another son of Zeus and Hera.
    5. Language Study based on Chapter 4, Asimov (See following page)
    6. Projects

      Oral reports: Chapters 7-13, pp. 39-60, in Evslin discuss the same deities whom we have been discussing. Each pupil should take one immortal and compare and contrast the material from the Evslin book with that of the Asimov text; he could also use additional references in the library for enrichment.

      Panel: Another vehicle could be a panel of three or four discussing the same number of deities. This is a good opportunity for creative expression. Each pupil might portray a god, basing his portrayal on the descriptions found in his reading. There might be dramatizations of the interrelationships of the gods and goddesses. References to the names of the gods and goddesses in contemporary life might be a part of these projects. (Note that each pupil must read Chapter 4 in Asimov; however, these creative expressions would have more meaning than reading all the material in Evslin would have.)

      Book Report: Mary Renault books are relevant to the study of Cretan civilization and provide information on the Cretan type of bullfighting.

II. Mycenae

  A. Instructional Materials

    1. Students' Map of Greece
    2. Visuals (Slides, transparencies)
    3. Background material for teacher (Again, the information supplied in this course guide is generally adequate. Consult the teacher bibliography for enrichment.)

  B. Suggested Activities

    1. Map Study
      Geographic position: fortified city on the mainland
      People congregated in small cities to carry on maritime pursuit .
      Evidence of commerce with Egypt, Palestine, Troy, Macedonia, Sicily, and Cyprus

Language, Chapter 4 in Asimov

Greek Word	Transliteration	English Meaning	English Derivative
Ἑρμῆς	Hermes	Hermes (name)	hermetically
δεῖμος	deimos	terror	demon
Ἔρος	Eros	love, desire	erotic
ἀστρολογια	astrologia	astronomy	astrology
καυστός	caustes	red-hot, biting	caustic
φοβός	phobos	fear	acrophobia

II.

B.

1. Map Study continued
   The greatness of Mycenae was due partly to its location a few miles distant from the sea, with its citadel hill, or acropolis, dominating the broad Argive plain and the trade routes to the west.
2. Transparencies and slides may be shown in connection with the specific items in the lecture-discussion.
3. Lecture-Discussion
   a. Nature of the Mycenean
      taller and broader faced than the Minoans
      Men were moustached and sometimes bearded.
      Discovery of corpse with gallstones indicates rich diet.
      Another corpse had a fractured skull neatly trepanned, indicating evidence of surgical skill
      Variety of occupations: goldsmiths, shipbuilders, masons, bakers, cooks, woodcutters, messengers, longshoremen, oarsmen, saddlers, shepherds, drycleaners, weavers, bath attendants, unguent boilers,
      Compare these to contemporary occupations. Which of these are still occupations in our time? Which are not? Why? What does this fact indicate about the state of our civilization?
   b. Religion of the Myceneans
      Belief in the whole hierarchy of Greek divinity is indicated by the legendry associated with Mycenae; there is no archeological proof of this belief.
      The tombs indicate that there was a religious structure of some sort; in the tombs have been found deathmasks and breastplates of gold, bronze swords and daggers, gold and silver drinking cups, gold rings and diadems, thin sheets of gold used as shrouds. Apparently people felt that the dead needed in the next world the same things that they had enjoyed in life.
      Sacrifices in honor of dead chieftains were performed around these tombs; this worship spread socially and a sort of hero worship evolved.
   c. The art and architecture of Mycenae
      On the top of the acropolis was constructed the king's palace with stepped terraces, sumptuous apartments, halls, and courts, while an immense wall was built around the entire hill. At one point, near the famed Lion Gate, the wall deviated far enough to include seven shaft graves, where the richest treasures have been found.
      The greatest architectural wonder from Mycenae are the circular or tholos tombs, sometimes called beehive tombs.
      The most magnificent of these is the so-called Treasury of Atreus, which features a circular chamber 50 feet in diameter and a 50-feet domed ceiling.
      There is evidence of Minoan influence in the art of Mycenae.
      Sculpture and especially small statuettes show the same vigor and freedom as found in Crete. There are many gay scenes painted on vases and pottery. Bulls play a large part in Mycenean art also.
      There is much work in gold and silver - jewelry and ornaments on statues.
      Recent exploration of the east slope of the acropolis here revealed rich deposits of pottery through which the date of the destruction of the palace has been fixed at 1200 B.C.
      At nearby Tiryns a wall 20-feet thick of rough stone was called Cycopean by the later Greeks who imagined these walls to have been built by that mythical race of giants.

II.

B.

3.

d. Political Structure

strict hierarchy of government officials.

- The king and his court
- Military leaders
- Administrative officials
- Mayors of small villages

Evidence of records kept by an efficient bureaucracy; lists of tax assessments, land holdings, agricultural stores; inventories of slaves, horses, chariots and chariot parts.

e. Legendry of Mycenae

The Tragedy of the Atreidai.

According to legend the founder of Mycenae was the hero Perseus, son of Zeus and a mortal woman, Danae. The spring, a short distance to the west of the acropolis, was named after him; he was said to have made it gush out of the earth with a blow of his sword. Perseus founded the first dynasty that reigned in Mycenae, the Perseidae. Later the dynasty of the Atreidai ascended the throne of Mycenae, and its members committed a long series of odious crimes, improper marriages, and acts of brutal revenge. Agamemnon, the son of the founder of the dynasty Atreus, was able to stabilize his position on the throne, and he became the most powerful and glorious warrior-king of Greece at that time. A principal occupation of the Mycaeneans seemed to have been war, and there were expeditions made against the islands of the Aegean and the mainland of Asia Minor. The great expedition which resulted in the Trojan War, described by the poet Homer in the Iliad and the Odyssey, is traditionally placed around the year 1180 B.C.

f. Decline of Mycenae

Mycenae was destroyed by Dorians from the north, a far less civilized people than the Mycenaeans; they lived as squatters; handicraft work decayed; the finely worked arms in bronze were replaced by crude but perhaps more effective weapons made of iron; perfunctory cremation replaced burial in the elaborate tombs.

g. Suggested questions: As Mycenaean civilization died, what happened to the contributions of its people? What effect did trade and warlike expeditions have? Could the Greek practice of building walled fortresses on a sloping acropolis have been inherited from the Mycenaeans?

III. Troy

A. Instructional Materials

1. Students' Map of Greece
2. Visuals
3. Text, Words from the Myths, Chapters 7 and 8
4. Guest lecturer
5. Filmstrip (Jason) and Tape

B. Suggested Activities

1. Map Study

Troy was a village in Asia Minor located near the Hellespont.

The civilization of Troy has been found to be a rich one, comparable in wealth and in time (1600-1180) to that of Mycenae.

III.

B.

1. Map Study continued
   The Hellespont links the Sea of Marmora with the Mediterranean.
   The Trojans commanded traffic between Europe and Asia at the entrance to the Black Sea.
   Ivory artifacts found here show that there must have been trade with the Far East.
2. Lecture and Discussion
   Visuals may be shown to illustrate specific items in the lecture and discussion.
   a. The people and their religion
      Homer presents the Trojans as speaking the same language and worshipping the same gods as the Greeks.
      These people may have been blond Celts who came down from Thessaly.
      They probably invaded the Peloponnesus in about 1401 B.C.
      They probably did adopt the language and way of life peculiar to the Greek mainland.
   b. The Trojan War
      The Trojans could exact toll from all ships entering the Hellespont to get to the Black Sea.
      The Trojans might close off the entrance to the Black Sea whenever they wished, a galling practice to the Greek traders. (Compare this to modern times with the situation in the Middle East and the closing of the Suez Canal.)
      Probably the war was the struggle of two groups for possession of the Hellespont and the rich lands lying around the Black Sea.
      Excess population on the mainland of Greece caused a need for expansion, another possible factor.
      The mythological explanation is a classic legend but has little historical fact to support it. It is a famous and fascinating story, but before going into it and Homer's tale of Troy, it is necessary to have complete familiarity with all the Greek deities who played a part in the war.
   c. Chapter 7, Asimov
      (1) How did a hero come to be one?
      (2) How do the Greek heroes relate to the Greek Heroic Age?
      (3) Compare the meaning of the word hero today with its meaning in the Greek Heroic Age.
      (4) Why did Perseus volunteer to bring back the head of Medusa?
      (5) Who among the gods helped Perseus in his battle with Medusa?
      (6) How did Perseus accomplish his task?
      (7) Why did Perseus show the head of Medusa to Atlas?
      (8) Tell the story of Perseus and Andromeda.
      (9) Why did Perseus have to turn the king and his courtiers to stone?
      (10) To whom did Perseus give the head of Medusa finally?
      (11) Why did the Greeks choose one star to represent Medusa?
      (12) Why are the meteors of August called the Perseids?
      (13) Relate the constellations in the sky to this story of Perseus.
      (14) How did the group of stars called the Cepheids get their name?
      (15) Why are the Cepheids so important in astronomy today?
      (16) Tell the story of Bellerophon and Pegasus and relate this tale to the constellations.

III.
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c.
(17)Discuss the story of the Calydonian boar.
(a) What did the Fates decree about Meleager when he was born?
(b) Why did the boar hunt become necessary?
(c) Who were Castor and Polydeuces?
(d) Describe the birth of these twins.
(e) How was Caster killed?
(f) Why did Polydeuces wish to die too?
(g) How did Zeus resolve this problem?
(h) Who was Atalanta?
(i) Why did Meleager's uncle disapprove of his interest in Atalanta?
(j) Describe the final killing of the boar.
(k) Why did Meleager die?
(l) Why were Meleager's sisters turned into guinea hens?
(18)Discuss the story of Jason and the Golden Fleece.
(a) Where was the Golden Fleece kept?
(b) Why did the Greeks find the Caucasus Mountains very mysterious?
(c) Who were the Cimmerians and where did they live?
(d) What was the Golden Fleece supposed to be?
(e) How did the Hellespont get its name,
(f) Why did Jason decide to search for the Golden Fleece?
(g) What was the name of Jason's ship and of the men who sailed in it?
(h) Does our word argosy relate to this adventure? Explain.
(i) What did the Argonauts have to do with the Harpies?
(j) How did Jason finally obtain the Golden Fleece?
(k) How might it be possible that Medea could relate to modern medicine?
d. Show the filmstrip and play the tape ____________________________.
e. Chapter 8, Asimov
(1) The legend
(a) The marriage of Peleus and Thetis
(b) The judgment of Paris
(c) Personalities in the legend
Priam and Hecuba
Paris and Helen
Cassandra
Agamemnon and Menelaus
Achilles
Hector
Odysseus
Iphigeneia
Laocoon
Aeneas
(2) The gods and goddesses as they take sides in the war:
(a) Why did Hera (Juno) hate the Trojans so violently?
(b) What were Zeus' (Jupiter's) feelings about the war?
(c) What role did Minerva (Athene) play?
(d) How did Aphrodite (Venus) help her Trojans?
(3) Discuss the meaning of such words and phrases as
To face that launched a thousand ships
To work (to fight) like a Trojan
Achilles' heel
Lotus-eaters
Odyssey
Aeolian harp
Zephyr
Scylla and Charybdis
Web of Penelope
Mentor

III.

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(3)

Homer, and possibly other poets of the times, collected the stories about the invasion of Troy and embellished these stories with the dramatic roles of the gods and goddesses. The famous war, however, was a fact, as is supported by the findings of archaelogists. The work of Heinrich Schleimann and the expedition of Professor Blegen of Cincinnati are of inestimable value in finally establishing Troy VIIA of the nine cities excavated as the famous Troy, site of the ten-year war.

3. Guest-lecture

Case-Western Reserve University will provide a speaker to discuss the excavations and archaeological discoveries in Troy. Course-coordinators will make all arrangements with the professors.

4. Projects

Book Report: The student might give an oral book report on an archeology book if he shows interest in the subject after the lecture.

Poster Contest: The labors of Hercules are particularly appropriate for this purpose. Posters could be done in any medium (paint, crayon, India ink, magazine pictures) and could have one or more labors depicted. The contest could be made inter-school, thus creating incentive for special effort and publicizing the course simultaneously.

IV. Colonization Periods

A. Instructional Materials

1. Students' Map
2. Text, *Stories from Greek History*, Desmurger, Chapters 1, 2
3. Text, *Words from the Myths*, Chapter 6
4. Background Material for teacher (course of study and bibliography)
5. Mimeograph on language, words from Chapter 6
6. Text, *Heroes, Gods and Monsters of the Greek Myths* (pp. 63-116)

B. Suggested Activities

1. Map Study

Trace the three invasions which began at the end of the Aegean-Civilization Period and last until the end of the Greek Middle Ages. The *Dorians*, coming from the North, overwhelmed the mainland of Greece, the majority of them occupying the Peloponnesus; some of them penetrated as far as the southern islands of Rhodes and Crete and southern Asia Minor. The *Aeolians*, coming from Thessaly and Boetia, moved eastward across the Aegean and colonized the large islands of Lesbos and Chios and the adjoining Asiatic mainland (Aeolis). The *Ionians*, from central Greece, chiefly Attica and Euboea, moved to the Cyclades and the rich central coast of Asia Minior (Ionia). The *second* colonization period, from approximately 750 to 500 B.C., expansion to the north Aegean, the Black Sea and its approaches, North Agrica, Sicily, Italy, S. France, and Spain. Point out Greek settlements on the map (such as Cumae near Naples, Paestum, in S. Italy, Zancle (which later became Messana) in Sicily and Syracuse, Massilia (Marseilles) in S. Gaul.

IV.

B.

2. Lecture-Discussion

We are not well-informed about the causes and the actual progress of the colonization movements. It seems fairly certain that the chief cause was over-population. Elicit from the students the fact that men do not leave their homes willingly for unknown and perhaps barbarian lands. Discontent and oppression often play major roles. What led to the establishment of the American colonies?

The growth of industry and the need for new markets not only created a need for expansion but offered the poor a chance to build up a small-scale business and eventually to contend with the nobles politically. (The growth of industry is interwoven with the political and constitutional development of Greece.)

Bitter rivalries developed over race and class differences. The Greeks loved their land but were not afraid of the sea and the adventure of a new country to mitigate their political, economic, and social ills.

a. Chapters 1, 2, in Desmurger
   (1) Locate the place names in Chapter 1. (Olympia, Locris, Argos, Miletus, Naxos, Syracuse, Cumae, Cape Zephyrion)
   (2) What did the wandering Greek sailors know about the Western sea? What were the conditions in Locris (Greece) that caused the ancient Locrians to leave? How did they trick the Siculi into leaving their fertile land to them? If the story should be true, what would it tell you about the Greek man?
   (3) Locate the place names in Chapter 2. (Samos, Andalusia, Phocaea, Rhone River, Marseilles)
   How did the Phocaeans react to the story of the Greek who found wealth and hospitality in Spain? What caused them to leave their country? Trace the route that they probably took to reach the land of the Ligurians.
   Describe the river and the country that they found.
   Tell the story of how the Phocaeans and Ligurians made friends and how the city Marseilles originated.
   Why are the gates of Marseilles closed on feast days?

   The two stories serve to illustrate (to a slight degree) the spread of Greek culture during the period which followed the Middle Ages. There were other developments during this time that changed the character of the Greek and his world.

b. The development of the POLIS

The polis was much more than the usual translation "city-state" Originally the polis was located around its center, the acropolis (asylum) which offered men protection from invaders and a place to gather for sacrificing to the gods and exchanging goods. The town which grew up around the acropolis was called asty.

The nature of the Greek man himself played a great role in the development of these poleis, which lay all over Greece in a great mosaic pattern. Contrast the English farmer who builds his house on his land, goes in to town for essential business, but prefers to spend his leisure smoking a pipe in his garden. The Greek, on the other hand, prefers to live in the town or village , walks out in the country to his work, returns to the town or village square to join his fellow-workers in long discussions over a glass of retsin wine. The polis was the center of communal living to the Greek, but it was more than just the state; it was the whole Greek

IV.
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b. way of life; it was the polis that provided not merely safety and conveniences for the Greek but trained him in character and developed his arete -- the most important thing in life to a Greek from the days of Achilles and Hecter to the modern Greek who walks the streets of Athens today. The Greek is essentially social, and he showed early in history that he wanted to play his part in the running of the affairs of the community. He could not sacrifice the strong ties he had for his tightly-knit polis for a wider and more unifying political structure. Only three poleis had more than 20,000 citizens; many had less than 5000; Plato's ideal polis had 5000 citizens. The Greek picture has changed from a land of "widely-ruling Agamemnons" to a myriad number of independent, autonomous communities spread all over the Hellenistic world.

The polis and the Greek's reluctance to surrender that way of life led to the conquest of the land in later times. One might say that the Greek had no political sense, but he had much more than that. It was not commensense that made Achilles a great figure in history.

(For additional information on the size, political and religious structure of the polis, consult the teacher-bibliography. The emphasis, however, is on the Greek man and his way of life, his devotion to his own special "club" -- the polis.)

Suggested questions: Is there anything in contemporary society that can be compared to a polis? Was the Greek narrow and provincial because of his life as a member of a polis? Do we have the same kind of patriotism to the USA that the Greek had to his polis?

c. Chapter 6, Asimov

The period of colonization produced the great epic poet Homer, whose tale of Troy we have already discussed in Chapter 8, Asimov. Epics were not only the chief means of entertainment to the Greek, but they were also his textbooks in religion, ethics, science, philosophy, and human nature. These epics made use of several different kinds of myths, one of which was the tale of a man. Chapter 6 is concerned with this type of myth.

(1) Prometheus and Epimetheus (meanings of both names, application to characters in the tales) Explain the roles of these brothers in the war between the Titans and Olympians. How did Prometheus and Zeus differ in their relationships with man?
(2) Why was Pandora given to Epimetheus? What was the significance of hope remaining in the box?
(3) Discuss hubris and nemesis:
Arachne, Tantalus, Phaethon, Niobe
(4) Discuss the tale of Gordius and the Gordian knot.
(5) The moral in the tale of Midas.
(6) Romance in the myths: Orpheus and Eurydice, Echo and Narcissus, Alcyone and Ceyx, Cupid and Psyche.
(7) Discuss the growth of the myth as Asimov explains it and the place of the myth in the life of the ancient Greek.
(8) Review the myth connected with Crete. Point out how many myths have a historical core to them.

3. Language Study, Words from Chapter 6

Language, Chapter 5 in Asimov

Greek Word	Transliteration	English Meaning	English Derivative
πανδῶρα	Pandora	giver of all	
ὕβρις	hubris	insolence	(hubris)
ἀραχνη	Arachne	spider	arachnoid, arachnid
νέμεσις	nemesis	just resentment, wrath	(nemesis)
νέκταρ	nectar	nectar, the drink of the gods	nectar, nectarine
αμβροσία	ambrosia	ambrosia, the food of the gods	ambrosial
αμβρόσιος	ambrosios	immortal	
Τάνταλος	Tantalos	Tantalus (name)	tantalize
νάρκισσος	narcisses	narcissus	narcissistic
ναρκάω	narcao	grow numb	narcotic
ἠχή	eche	sound	echo
ψῦχή	psyche	soul, spirit	psychology
λαβύρινθος	labyrinthes	maze, spiral	labyrinth

IV.

B.

4. Projects: The nature Myths from Evslin may be assigned here to some students for special treatment (pp. 63-116). Dramatizations, panel discussions, or any kind of creative portrayal will provide enrichment.
5. Summarizing Questions and Possible Conclusions
    a. The changes in the Greek world did not destroy the contributions of the Aegean civilizations, as we have seen. What did the colonization period inherit from Crete, Mycenae, and Troy?
    b. Out of the chaos and discontent of the colonization period came some good. Elicit from the students the long-lasting effects of the spread of Greek culture.
    c. Describe the Greek man who lived in a polis? What were his beliefs? In what ways does he compare to and contrast with modern man?
    d. The Greeks had and loved their heroes. Does hero-worship seem to be a universal and timeless trait? Was Greek hero-worship different from modern hero-worship? Explain.
    e. Did the ancient Greek have a broad view of mankind? Did he have something perhaps more humane than political foresight? Explain.
    f. In what ways do civilizations build upon one another? Have we inherited any skills, conditions, or characteristics from these ancient societies?
    g. How did the ancient Greek solve his problems of class-struggles, economic inequities, and social injustices?

SUGGESTED TIME: Six Weeks

UNIT III: Divina natura dedit agros, ars humana aedificavit urbes.

Marcus Terentius Varro, De Re Rustica, III, 1.

CONCEPT: When men are at peace in a fruitful land they are free to establish a constructive society and to express their joys, hopes and fears in aesthetic expression.

TOPIC QUESTION: Must society develop a political structure in order for a land to grow and flourish as a result of providing the greatest good for the greatest number of people?

1. What various types of political structure exist in the modern world?
2. What is the political structure of our land? Is our form of government a democracy in the Greek meaning of the word? Are we too large a country to be functioning as a real democracy in the Greek sense?
3. Is armed might a valid reason for maintaining a despotic form of government? (Sparta)
4. Can a democracy really function without weakening the power of the land or its people?

TOPIC QUESTION: Does aesthetic expression adequately reflect the environment of the artist? Can we learn about a society by looking at its art? Is the expression of personal emotion a valid theme for art?

1. Can expression of a personal emotion take on a universal beauty and significance? Look at the following lines of Sappho for an example:

   "On the black earth, say some, the thing most lovely
   Is a host of horsemen, or some, foot soldiers,
   Others say of ships, but I -- whatsoever
   Anyone loveth."
2. Can artists be influential in changing the habits of men or the society in which men live? (Aesop)

INSTRUCTIONAL MATERIALS:

1. Stories From Greek History, Desmurger
2. Words from the Myths, Asimov
3. Aesop's Fables, (Library copy or personal copy of teacher or student).
4. Mimeographed excerpts from Pericles' speech on Democracy.
5. Mimeographed language study sheets.
6. Visuals and film.

SUGGESTED ACTIVITIES:

1. Discussion - Lecture
   - a. Sparta
     - 1) Political development
       - a) The Dorians had conquered a large part of the Peloponnesian Plain and by the sixth century had formed a Spartan League.
       - b) The population of Sparta was about 25,000 but Spartans dominated a population some twenty times that large.

SUGGESTED ACTIVITIES: continued

1.
  a.
    1)
      c) Two kings were nominal heads and there was a council of elders.

         Speculate on the reasons for two kings if they were only nominal heads.
         Consider the value of a council of elders. Remember in Sparta a man had to be thirty years old before he was considered a man.
         Think about agitation in this country to lower the voting age to 18.
      d) There was a popular assembly made up of all Spartans who possessed full citizenship and served in the army.
         Do we have anything approaching this kind of assembly?
      e) Ephors (overseers) really controlled the state. Five of these were elected by the assembly.
    2) Cultural achievement.
      a) For a brief time after conquering all the neighboring land, Spartans had a period of creative brightness. There is special evidence of this in the fine pottery of the period.
        i) Vase painting was especially detailed and graceful.
          (a) There were often fish in various graceful patterns.
          (b) Dramatic episodes from the past were depicted.
          (c) There were many lovely scenes from everyday life.
      b) Soon after Sparta became a great city-state, however, military concerns became most important.
    3) Life in a rigid military state.
      a) The individual is absolutely subordinated to the state.
      b) All citizens become converted to members of a standing army.
        i) Every Spartan is a soldier first of all.
        ii) His training from birth to death is conducted accordingly.
        iii) Spartan men were forbidden to engage in trade or industry.
      c) Travel was absolutely prohibited. This excluded any outside ideas.
      d) Medium of exchange discouraged commerce.
        i) Unwieldy iron bars were used as money.
        ii) These bars couldn't be easily handled.
        iii) These bars were not recognized as a medium of exchange outside Sparta.
    4) Speculate on the kind of citizen this type of government is bound to produce.
       (It is bound to produce the finest military machine in existence, but it developed the physical fitness of the chosen few.)

SUGGESTED ACTIVITIES: continued

1.

a.

4) What does this kind of atmosphere do to creative inspiration?
After reading the chapters about Sparta in the Desmurger book discuss the way it would be to be a Spartan man or woman, to be totally subject to the state rather than to oneself or to one's loved ones. Think of the demonstrations of various groups in America and other countries today. What would happen to a Spartan who tried to demonstrate against his state? Would it ever occur to a Spartan to demonstrate against his state?

b. Athens

1) Political development

a) By the seventh century the king had lost all political importance, but retained his function as chief priest.

b) The most important public office was that of archon, who was elected annually by the aristocracy.

c) There was a council of nobles which held great power.

d) There was a popular assembly.

2) The power of the aristocracy was weakened.

a) There was a need to create a larger army for which the land-owning aristocracy had to pay. Overtaxed by this expense, the aristocrats wanted to shift the burden to others who were rich though not of noble birth.

b) The rich accepted the military burden but demanded certain political rights in exchange

c) Political and military rights were soon based on money rather than on heredity (noble birth)

d) Discuss the following:

i) Compare this matter of financing the military with Sparta's way of handling the military.

ii) Who finances the armed forces in America today?

iii) Just considering the matter of the military, would you rather have lived in Sparta or in Athens? Why?

iv) If military rights were based on money in Athens could their army have been as strong as that of Sparta?

v) There is so much scorn cast upon materialism in America today. Even the ancient Greeks, however, had their problems with money.

e) When the aristocracy lost power and money gained power there was a degree of dissatisfaction with the status quo. Two important results were:

i) A democratic system based on a codified law.

(a) The law was not intended to carry out the will of an omnipotent monarch or of a man who could pay to have his way.

(b) The law aimed entirely at improving the lot of all human beings.

1.

b.

2)

e)

i)

(c) The law was based on popular consent and could be changed only if the people wanted it changed.

(d) The law was designed to protect all members of a society, not only a few of the select.

(e) All legal systems of the West stem from this early Greek law.

(f) Discuss each of the above points as they are fulfilled in American law today. Do we aspire to fulfill all of these conditions

ii) There grew a need for a strong leader to build economic stability.

f) The rule of the Tyrants

i) In 594 B.C. Solon was appointed Archon

(a) A very wise statesman he abolished serfdom for debt and made it legal for every citizen, even the lowest class, to vote in the popular assembly. It was this assembly which elected magistrates and passed on state measures, so this was an important power for the people.

(b) Solon established a Heliaea, a court of law in which any citizen could be judge. Here a citizen could appeal against a decision made by an archon. Magistrates could be tried for misdeeds here.

(c) To encourage skill and commerce Solon required fathers to teach their sons a trade. He also promised immediate citizenship to all artisans who would make their homes in Athens

ii) Pisistratus followed Solon and he became the champion of both the landowner and the common people. He beautified the city, supported the art of poetry and encouraged drama. He even commissioned a learned body to prepare a definitive text of both the Iliad and the Odyssey.

3) The character of Athenians

a) Athens had been able to fight off the Dorian invaders because it was located on a natural rocky fortress, the Acropolis. The refugees from the other Mycenaean cities, among them the royal family had flocked to Athens and the surrounding countryside of Attica. Before long the population grew too large for the comparatively limited space available. There would soon be need for further colonization.

SUGGESTED ACTIVITIES: continued

1.
    b.
        3)
            b) What kind of people could produce an archon such as Solon?
                i) Idealistic about the rights of humanity.
                ii) Dedicated to trade and commerce rather than to war.
                iii) The man who dealt with Croesus and explained his (Solon's) beliefs.
            c) What kind of people could support a man like Pisistratus?
                i) A sense of humor, even a trickster, if we are to believe legend.
                ii) A man who loved beauty and encouraged art
                iii) A man who could support the landowner and the common people.
            d) How would you expect these people to react in case of war? As well as the Spartans? Why? Again, could you rather have been an Athenian or a Spartan? Why?
            e) What ideals do you think the people of Athens would take with them if they colonized?
            f) If it ever becomes possible to colonize the moon, what ideals do you believe Americans will take with them?
    c. The Persian Wars
        1) There were three major wars. The Persians aimed to destroy Athens in order to forstall her joining in any revolt against Persia. But the Persians were totally defeated by Athens at the battle of Palataea in 479 B.C.
            a) In the first war the Persians were stopped by a storm.
            b) In the second war the Greeks won the battle of the Bay of Marathon because their generals were more skillful. But the Greeks also had Sparta on their side.
            c) At the Battle of Thermopylae the Greeks were defeated on land but victorious at sea and this led to the final defeat of Persia.
    d. The Golden Age of Greece
        1) The Greek cities formed the Delian League to keep united in case of further Persian attack, and Athens was made permanent head of the League.
            a) Athens was given the permanent charge of the fleet.
            b) The treasury was moved from Delos to Athens and Athens was empowered to collect money from the members of the League.
            c) Finally about 300 city-states, each with great civic pride were virtually the subjects of Athens Are there any obvious danger signals in this situation?

SUGGESTED ACTIVITIES: continued

1.
  d.
    2) Pericles
      a) Born some three years before the battle of Marathon, Pericles became head of the democratic party of Greece in 461.
        i) His father had been a hero in recapturing the Hellespont for Greece. His mother was the granddaughter of Cleisthenes, one of the Tyrants of Greece. She claimed that Pericles was the son of herself and a lion, thus explaining his brilliance as well as his elongated head.
        ii) Though he was an aristocrat, Pericles attached himself at once to the party of "the people," the Demos. He approached politics and every phase of his public and private life with meticulous preparation. He neglected no aspect of education. When he spoke publicly, which was seldom, he was always brief and carefully to the point.
        iii) He was capable of using bribery to achieve what he wanted for the state but was himself entirely free from corruption.
        iv) Under him Athens enjoyed all the privileges of democracy.
          (a) There was good government.
          (b) There was cultural partronage.
          (c) There was full and annually renewed consent of free citizenship.

> "Greek civilization was at its best when democracy had grown sufficiently to give it variety and vigor, and aristocracy survived sufficiently to give it order and taste." Will Durant, The Life of Greece, p. 24

Discuss this statement in the light of what you now know about citizenship in Athens and in Sparta and in the U.S. Define "order and taste" as it relates to a society in your terms.

      b) Discuss Pericles' speech on Democracy from the excerpts which have been handed to the class. Consider all the concepts of the speech and consider whether or not our form of government is really a democracy or whether we are too big to be a real democracy. Do you feel that democracy as Pericles defines it is the best form of government?
      c) In an atmosphere of political freedom there is more intellectual activity.
        i) Pericles' democracy demanded citizen participation. People had to attend assembly sessions and everybody was subject to jury duty. Yet, all classes had leisure time and most went to the gymnasia and to wrestling schools for the sake of health.

Compare this to use of leisure time in US today.

SUGGESTED ACTIVITIES: continued

1.
 d.
  2)
   c)
    ii) Freedom led to a search for facts and primarily for an explanation of man's existence and origin. Freedom led to artistic expression and to a desire to record events of the time.
     (a) Thales of Miletus traveled in Babylon and learned about eclipses. He decided that such phenomena could not be the result of some miracle of the gods but that there must be natural, fixed laws that govern the universe. He decided that the basic substance of the universe was water. He was wrong, but he was the first man to blame a fact of nature on natural causes rather than on theistic design.

PERICLES ON DEMOCRACY

In the winter of 431-430 B.C., with the Peloponnesian War begun, Pericles made his funeral oration. Instead of praising only the dead, he chose to extol Athens. Below are two stirring passages translated by the scholar Rex Warner.

(From: CLASSICAL GREECE by C.M. Bowra and the editors of TIME-LIFE books.)
"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not the membership of a particular class, but the actual ability which the man possesses."

"Here each individual is interested not only in his own affairs but in the affairs of the state as well, . . . we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all. . . And this is another point where we differ from other people. We are capable at the same time of taking risks and of estimating them before hand. Others are brave out of ignorance; and when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who best knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred to meet what is to come."

Political and Related Words

Greek Word	Transliteration	English Meaning	English Derivative
ἄρχος	archos	ruler, chief	arch-duke
ἀναρχία	anarchia	the state of being without government	anarchy
πόλις	polis	city	metropolis
ἄκροπόλις	acropolis	citadel of the city	acropolis
Λάκον	lacon	a Spartan	laconio
φιλος	philos	loving	philosophy
σοφία	sophia	wisdom, knowledge	sophist
τέχνη	techne	art, skill	technology
ἄγορα	agora	market-place	---
δῆμος	demos	people	democracy
κράτος	cratos	power	autocratic, democratic
ἄριστος	aristos	best	aristocracy
ἄστυ	asty	city	---
ὄστρακον	ostracon	earthen vessel	ostracize
σκηνή	scene	wall at the back of a stage	scene

SUGGESTED ACTIVITIES: continued

1.
  d.
    2)
      c)
        ii)
          (b) Pythagoras, who believed the world was founded on mathematical principles, developed a theorem in geometry that is well known to the modern world.
          (c) Democritus developed the theory that the universe was composed of atoms, and Xenophenes producing fossils to prove his point, declared that man had come from out of the sea.
          (d) Three great Greek philosophers

Socrates believed that one must ask questions about life and morality, that the answers must then be submitted to logical analysis, and that one can then come to logical agreement about ethical standards and rules of conduct. This was in direct opposition to some Greeks who believed that truth was relative.

Plato was a student of Socrates and founded an Academy which lasted for nine centuries. He believed that there is an eternal and fixed truth. Since, however, nothing in the world is permanent, truth can only be in ideas. There are, then certain universal ideas; the world of ideas is spiritual and the human soul is spiritual and immortal.

Aristotle was a pupil of Plato. He wrote on a multitude of subjects and decreed that man must live with reason, for happiness can only come from a rational life.

(e) Art and Drama

There was great idealization of the human form, and the athlete in motion was a favorite subject. There was a stress on moderation, proportion and naturalism.

In 634 there had been established in Athens a new festival in honor of the god Dionysus. It was to be held in March of each year and people were to perform in honor of the God. There was always a chorus performing a religious rite. When Thespis introduced an answerer to the chorus, drama was born. By Pericles time it was the custom to offer prizes for the best productions. Each dramatist submitted four plays, three tragedies on one theme and a satyr play, a comedy. There were many excellent plays written at this time, works that are cherished and produced today. Some of the greatest authors whose works we still read are Aeschylus, Sophocles, Euripides and Aristophanes.

SUGGESTED ACTIVITIES: continued

1.
    d.
        2)
            c)
                ii)
                    (e) History was recorded by men who wrote great volumes about the wars and about their city-states. The three best known are Herodotus, known as the father of history, Thucydides and Xenophon. Herodotus wrote a history of the Persian wars. Thucydides, later, wrote of the Pelopennesian Wars. And Xenophon who fought with Sparta Against Athens, wrote primarily about his own adventures with deep bias toward Sparta.

                    Whose work had been used as a principal history of Greece to this time? (Homer)

    e. Chapters 4, 5, 6, 7, 9, 11, 14, 15, 16, and 19 from Desmurger
        1) Chapters 4 and 5 (Sparta)
            a) Describe the training of Spartan boys, of Spartan girls
            b) Describe the rigidity with which grown men were controlled
            c) Why are Spartan women called the most unusual women in Greece?
            d) Describe the life of a Spartan serf.
        2) Chapters 6, 7, and 9 (Solon)
            a) Why do we use the expression, "rich as Croesus?"
            b) How did Croesus and Solon come to meet?
            c) Why did Solon deem Tellus of Athens to be the happiest of all men?
            d) Why did he rate Cleobis and Biton the next most happy of men?
            e) What were Solon's final words to Croesus? Is this reason or superstition in your opinion?
            f) What was the first tragedy that befell Croesus?
            g) Why did Croesus venture into battle against the Persians?
            h) How was he seemingly deceived by the gods?
            i) How was he saved from death and what part did Solon play in this?
            j) What was the final fate of Croesus?
        3) Chapter 11 (Pisistratus)
            a) How did Pisistratus gain the sympathy of the townspeople?
            b) Solon warned the townspeople concerning Pisistratus. Why and how did he warn them?
            c) Why had Pisistratus been forced to flee Athens?
            d) With whom did Pisistratus ally himself for his triumphant return to Athens?
            e) What ruse did he use in order to accomplish this return to Athens?
            f) What was the comment of Herodotus concerning this whole series of events?

SUGGESTED ACTIVITIES: continued

1.
  e.
    4) Chapters 14 and 15 (Persian Wars)
      a) Why did the Greeks choose to fight at Thermopylae?
      b) Why did the Greeks have the advantage there?
      c) How were they finally defeated by the Persians?
      d) Why were the Greeks still in hope after the battle of Thermopylae?
      e) Why was Athens in particular danger?
      f) Why was the prophecy of the oracle at Delphi so terrifying?
      g) Describe the seemingly total destruction of Athens.
      h) Why was there quarrel among the different groups of Greeks who were in the naval battle?
      i) How did Themistocles convince them all to join forces and fight?
      j) Describe the victory of the Greeks.
    5) Chapter 16 (Pericles)
      a) What position did Pericles hold in Athens?
      b) What made him the butt of many jokes?
      c) How did he feel towards the people of Athens?
      d) How did he prove this? - Social life? - Public Speaking?
      e) Relate the anecdote that proves the patience and gentility of Pericles.
      f) Describe some of the cultural contributions of Pericles' age.
      g) What brought an end to the glory of Pericles?
    6) Chapter 19 (Socrates)
      a) Why were Crito and Phaedon so deeply troubled on that particular warm morning in Athens?
      b) Explain the thirty days delay in carrying out the sentence against Socrates.
      c) Explain the statement, "Those who loved him felt they ought to mourn him as a hero who had reached the supreme moment of his life."
      d) Discuss Socrates' background; home, education, finance, profession, etc.
      e) How did he happen to become a teacher?
      f) What was his method of teaching? His subject matter?
      g) Why was Socrates finally put in jail?
      h) Why did he refuse to flee when Crito arranged for his escape?
      i) Of what did Socrates and his friends talk on the last day of Socrates' life?

2. Mythological Study
  a. As the men of Athens speculated more about the meaning of life and developed various schools of philosophy and created magnificent forms of art, universally admired, they still continued, for the most part, with a faith in the hierarchy of their gods, goddesses and heroes. A further category of creatures in Greek mythology was that of the demigods and monsters.

SUGGESTED ACTIVITIES: continued

2.

b. Chapter 5 - Asimov

1) Define a demigod.
2) Identify Dionysus.
3) Why do death and rebirth have such an important place in mythological and religious tales?
4) Who were the parents of Dionysus?
5) Identify the origins and domains of Pan.
6) Describe Pan.
7) How did Pan obtain his pipes?
8) Who was Daphne?
9) Why do some modern pictures of Pan show him with the horns and hoofs of a devil?
10) Who were Flora and Fauna?
11) Why were the muses considered the daughters of memory?
12) Discuss briefly each of the nine muses.
13) How do the Planetoids relate to our modern language?
14) Name three groups of Greek monsters which we have already studied.
15) To what may the revolts of the Titans have been referring in terms of Greek history?
16) Describe some of the tales of battles in the revolt of the Gigantes.
    Athene versus Enceladus
    Hephaestus versus Mimas
    The attack of Otus and Ephialtes upon Olympus
    The revolt of Gaea through her son Typhon
    Olympian revolt against Zeus and Briareus
17) Discuss the story of the giant Orion and his offense against Apollo.
18) Where is the constellation Orion to be found?
19) How did the Greeks explain the star Sirius?
20) How did the Greeks account for the star Procyon?
21) What was the composition of the usual Greek monster?
22) Describe the looks and characters of the harpies.
23) Who were the Gorgons?
24) Who was Medusa? Where have you seen her man in Cleveland Heights?(Medusa Cement on Lee Rd. just north of Mayfield)
25) Describe Echidna.
26) Who was Hydra? Describe her and her place in the heavens.
27) Trace the origin of the modern connotation of the word sphinx.
28) Describe and discuss the chimaera.
29) Why did Apollo establish his oracle at Delphi?
30) Describe the centaurs. How did the notion of such creatures probably arise?

SUGGESTED ACITIVITES: continued

2.
  b.
    31) Why was Chiron special and how was he rewarded for his kindness?
    32) Name some monsters who were quite beautiful.
    33) How were they evil?
    34) What were the Greeks probably explaining through the creation of the sirens?
    35) How do the sirens relate to mermaids?
    36) Who are the Sirenia? Why is this peculiar?
  c. Epilogue, Asimov
    1) Explain the "rounding off" of all the characters from the myths.
       Orestes
       Hermione
       Telemachus (son of Odysseus)
    2) Why had the Dorians been so easily able to conquer the Achaens?
    3) Why, according to the legends, were the Dorians victorious?
    4) Why would the sons of Heracles have protected the Dorians?
    5) Discuss the Dorian conquest as Asimov explains it and compare his version to that of history.
    6) Emphasize the final paragraph.

> "And yet the Bronze Age did not die altogether for it left behind it a never-to-be-forgotten heritage of stories which remain part of our literature and life. Even if it happened that no one ever read the stories, our English language would still contain within its words the memory of those days of gods and heroes."

Chapter 5, Asimov

Greek Word	Transliteration	English Meaning	English Derivative
σῦριγξ	syrinx	a shepherd's pipe	syrinx
δάφνη	daphne	the laurel	daphnean
ἶρις	iris	rainbow	(iris) iridescent
μνημοσύνη	Mnemosyne	memory	mnemonic
Καλλιόπη	Calli-ope	Calliope, the beautiful-voiced	calliope
καλλι ὄψ	Calli + ops, ope	Beautiful + voice	
κλείω	cleio	to celebrate	
θαλία	thalia	abundance, good cheer	
ὕμνος	hymnos	hymn, festive song (often in honor of the gods)	hymn
πολυ ὕμνος	poly-hymnos	much sung	
εὐτερπής	euterpes	delightful	
μέλπω	melpo	to sing of	
Τερψι χόρος	Terpsi-choros	Dance-enjoying	
τέρψις	terpsis	enjoyment	
χόρος	choros	dance	
ἀστήρ	aster	star	asteroid
ἥβη	hebe	youth	
γοργος	gorgos	terrible	
ὕδρα	hydra	water-serpent	hydroplane
ὕδωρ	hydor	water	hydroplane
σφιγκτός	sphinctos	tight-bound	Sphinx-like
χίμαιρα	chimaira	monster	chimeara

Unit on Language Following Epilogue, Asimov

Greek Word	Transliteration	English Meaning	English Derivative
ἄνθρωπος	anthropos	man	anthropology
ὀφθαλμος	ophthalmos	eye	opthalmology
λίθος	lithos	stone	monolith
ρυθμός	rhythmos	measured time	rhythm
παρθένος	parthenos	maiden	Parthenon
τόπος	topos	place	topography
τύραννος	tyrannos	absolute monarch	tyrant
τύμβος	tymbos	funeral mound	tomb
κράτος	cratos	power, rule	aristocrat democrat
κέραμος	ceramos	potter's clay, earthen vessel	ceramic
βίβλος	biblos	book	bibliography
μέτρον	metron	a measure or rule	metric
φόβος	phobos	flight, fear	claustrophobia

Greek Word	Transliteration	English Meaning	English Derivative
μῖμος	mimos	imitator	mimic
μῆχος	mechos	remedy	mechanic
ξύλον	xylon	wood	xylophone
στρατός	stratos	army	strategy
ἀγρός	agros	field	agronomy
ἀδελφός	adelphos	brother	Philadelphia
θησαυρός	thesauros	treasure	thesaurus
βάρβαρος	barbaros	barbarian	barbarian
ὕπνος	hypnos	sleep	hypnosis
χορός	choros	dance, chorus	choral, choreography

Greek Word	Transliteration	English Meaning	English Derivative
γράφω	grapho	I write	autograph
ἄρχω	archo	I rule	monarch
φιλέω	phileo	I love	philanthropist
κλέπτω	clepto	I steal	kleptomaniac
γαμέω	gameo	I marry	bigamy
γλύφω	glypho	I carve out	hieroglyphic
ἀγγελλω	angello	I announce	angel
ἀγνοέω	agnoeo	I do not know	agnostic

Unit on language following Epilogue, Asimov

Greek Word	Transliteration	English Meaning	English Derivative
ἀρετή	arete	excellence	
μανία	mania	madness	maniac
ὑγίεια	hygieia	health	hygiene
σχολή	schole	leisure, school	scholastic, school
σφαῖρα	sphaira	ball, globe	sphere
λύρα	lyra	lyre	lyrical

Greek Word	Transliteration	English Meaning	English Derivative
δεσπότης	despotes	master	despot
ἰχθύς	ichthys	fish	ichthyology
πατήρ	pater	father	paternal
μήτηρ	meter	mother maternal	
ὀδούς	odoys	tooth	orthodontist
ὀδόντος	odontos		
ἀήρ	aer	air	aeroplane
αἰθήρ	aither	heaven, sky	ethereal, ether
φωνή	phone	tone, sound	phonograph, phonetics

Language (following Epilogue, Asimov)
Adjectives

Greek Word	Tranliteration	English Meaning	English Derivative
ἴδιος,ά,όν	idios	one's own, personal	idiosyncracy
ὀλίγος,ή,όν	oligos	few, scanty	oligarchy
πολύς,ή,όν	polys	many	polygamy
νεός,ά,όν	neos	new, young	neophyte
μόνος,ή,όν	monos	alone, only	monologue
μικρός,ά,όν	micros	small	microphone
μέσος, ά,όν	mesos	middle	
σοφός,ή,όν	sophos	wise, clever	sophist
γυμνός,ή,όν	gymnos	bare, lightly clad	gymnast

Unit on Language following Epilogue, Asimov

Prefixes

Among the most frequently used elements used in the formation of words are prefixes. These consist of one or more syllables (prepositions or adverbs) placed before words to show various relationships.

Notes

1. The final vowel of a prefix is dropped before a word beginning with a vowel.
2. Sometimes when prefixes ending in a consonant are attached to words beginning with a consonant, the ending of the prefix is changed ( ).
3. Initial is doubled when preceded by a word ending in a vowel. ( )

Greek Prefix	English Word	Translation
ἀ, ἀν	a-, an (before vowel)	not, without, lack of
ἀμφί	amphi	about, on both sides, in two ways
ἀνά	ana	up, back, again
ἀντί	anti	against, opposite to
ἀπό	apo	from, away from
κατά	cata	down, according to, complete
δις, δι	di	twice, double
διά	dia	through, apart, completely

Greek Prefix	English Word	Translation
δυς	dys	bad, with difficulty
ἐκ, ἐξ	ec, ex	out from
ἐκτος	ecto	on the outer side
ἐμ, ἐν	em, en	in
ἐνδος	endo	within
ἐπί	epi	upon, on
ἐξω	exo	outside, on the outer side
εὖ	eu	well, easy
ἡμι	hemi	half
ὑπερ	hyper	over, above, in excess
ὑπό	hypo	under, below, deficient in
μετά	meta	beyond, after, change
οπισθεν	opistho	behind
παρά	para	by the side of, wrongly
περί	peri	around
πρό	pro	before, in front of
σύμ, σύν	sym, syn	with, together

SUGGESTED ACTIVITIES: continued

3. Suggested Projects
   - a. Make a study of Greek lyric poetry in the sixth century B.C. This would include the epitaph. It would cover the concentration upon personal emotion rather than concern with affairs of others or of the world. It relates to the question of whether or not personal emotion is a fitting topic for universal works of art. There was also the deep concern with the immediate - NOW. This seems to be the principal concern of many people today. Can we really live a satisfactory life in the present without knowing anything of the past?
     Some of the students might be asked to bring in some of the popular songs of today that they have on records. It will be immediately evident that there is a deep concern with the personal and the present.
   - b. Present a discussion or dramatization of the life and works of Aesop. Background material about Aesop is attached and copies of this material might be distributed to the students. They might find additional fables which seem especially pertinent to them in the light of their own lives.
   - c. Draw a parallel between the Persian Wars and the Arab-Israeli Wars. The difference in numbers of people and size of lands is even greater between the Israelis and the Arabs than it was between the Persians and the Greeks. There have also been three Israeli-Arab battles to date.

AESOP

A freedman who came to the court of Croesus in the sixth century B.C. While still a slave on the island of Smos he had become famous as a teller of stories about animals. At Sardis he matched wits with Solon of Athens and Thales of Miletus. He gained the favor of Croesus rapidly. Began to be employed as an ambassador to various capitals. At Athens he warned that the known tyranny of Pisistratus might be better than that of an unknown successor.

FROGS DESIRING A KING

At Delphi he somehow turned the citizens against him. He recited the tale of THE EAGLE AND THE BEETLE to inspire reverence for the laws of hospitality. A gold cup from the temple of Apollo was placed in his baggage. He was arrested and executed. The Delphians regretted what they had done.

About two hundred years after his death his statue was erected at Athens and it was placed in front of the statues of the Seven Sages. Aesop never wrote down any of his fables. The first recorded compilation of his stories was not made until about three hundred years after his death. A good Athenian gentleman was required to know some of Aesop's stories. We today can still apply the morals of Aesop's stories. Most young children have heard the tales. Most adults remember the morals if they don't remember the fables.

Teacher at this time should repeat several fables that seem pertinent for his particular class. "The Hawk and the Pigeons" speaks of "They who would voluntarily put themselves under the power of a tyrant deserve whatever fate they get." "The Falconer and the Partridge" proves that "Treachery is the basest crime of all." "The Creaking Wheels" teaches that "He who groans loudest is often the least hurt." "Jupiter, Neptune, Minerva, and Momus" applies to the thought that "It is time to criticize the works of others when you have done some good thing yourself."

SUGGESTED ACTIVITIES: continued

4.
   d. There could be a summary and discussion of Plato's "Parable of the Caves."
   e. There could be a complete discussion of the Greek theater. This could be divided into two parts; first the physical aspects of the theater and second the actual technical work and acting as well as the type of plays. "Deus ex machina" should be mentioned especially because this is still a modern term. Perhaps a student could make a drawing of a Greek theater. There was an excellent series of articles in Life which explained and illustrated all of this material.
   f. There could be a study of Hippocrates, the "father of medicine," in whose name doctors of today still take an oath.

5. Summarizing Discussion and conclusions.

   a. Questions
      1) Compare Sparta and Athens as they grew to political stability and might.
      2) Which city-state had more influence on the culture of the world? Why?
      3) What is your final opinion about military might and the sacrifices that must sometimes be made in order to achieve it?
      4) The Athenians especially seemed to express themselves through creative art and philosophy. Why was there so much expression during the time of Pericles?
      5) What is your evaluation of astistic and philosophical expression in our own time? Does there seem to be as much work put forth as there was in Athens during Pericles' reign? Is our art as valid an expression of our society as was the art of Athens?
      6) In what other trials and triumphs of the early Greeks can you find parallels to our own society and our own times?
   b. G-d gives the country and man makes the city; and man within his cities either flourishes and grows or fades and diminishes in almost exact relationship to the way he establishes his freedom and the way in which he orders his world in order to protect his freedom.

SUGGESTED TIME: Seven Weeks

TRANSITION TO ROMAN CIVILIZATION

Graecia capta ferum victorem cepit et artes intulit agresti Latio.
Epistulae II, 1, 156
Q. Horatius Flaccus

We have seen how the Greek people built cultured and advanced civilizations which were destroyed by nature and barbarian tribes, and how they recovered, rebuilt, and transmitted their achievements to succeeding civilizations. From wild, barren, rocky land grew great nations, and from land ravaged by war grew more great nations. We in America today are too far removed from the beginnings of our nation to know how it would feel to be the first in a land, to be the builders, as it were. This country has never been ravaged by war, as have England, France, Germany, and countless others; consequently, we do not know how it feels to be the one to rebuild. We are, however, sending men to the moon. Can you imagine what it would be like to colonize the moon?

Why would anyone want to venture out on such a mission?
Why would anyone want to remove himself to another planet to live?
What kind of life would one want to build there?
Could it be an entirely new type of society?
Would it have to be patterned after some of our customs?
What would you like to keep from our society?
What would you like to change? Why?
Would there be war on the moon? Why?

A student from Cleveland Heights High School has been reading a book called The Martian Chronicles, by Ray Bradbury. The book is concerned with the colonization of Mars by earth-people. He will discuss with the class some of the questions posed by the author.

Just as Mr. Bradbury's Martian colonists were faced with the problem of establishing civilization in an alien territory, the early settlers of Italy, coming from widely diverse sections and cultures of Europe, found themselves in a crude and hostile new environment. These early people combined their backgrounds, talents, and knowledge to build a new civilization. They fused their dialects to build a language that became the universal tongue of educated men and of western civilization. They took the best from the Greek world, added to it a particular Roman flavor, and thus developed the greatest single empire in the history of man.

INTRODUCTION TO ROMAN CIVILIZATION:

> Tantae molis erat Romanam condere gentem.
>
> Aeneid I, 33

CONCEPT: THE SUCCESS OF MEN, THE SUCCESS OF NATIONS, IS BUILT UPON A FOUNDATION OF CARDINAL VIRTUES: PIETAS, FIDES, CONSTANTIA, GRAVITAS, VIRTUS, FORTITUDO, JUSTITIA, HUMANITAS.

TOPIC QUESTION: WHAT FORCES CAUSE MEN OF DIFFERENT LANGUAGES AND CUSTOMS TO UNITE AND LIVE PEACEFULLY TOGETHER?

1. The period from the founding of Rome until the birth of the Republic was characterized by continual warfare among the small independent tribes that covered continental Italy and the peninsula. What were the effects of these wars? Could this type of warfare in any way be considered justifiable?
2. The accessibility of Italy created weak barriers against potential invaders, and these small, isolated tribes found themselves at a disadvantage. As Rome grew, these people accepted her supremacy and protection. Is the common need for protection a strong force in uniting people of different backgrounds and natures? If the mainland of North America were threatened by an outside force, could such a unification take place? Are there other forces that influence men to join forces? What happens when these people speak different languages or dialects?

TOPIC QUESTION: CAN WORLD POWERS CONQUER, RULE, AND KEEP THE PEACE WITHOUT REGARD FOR THE FUNDAMENTAL RIGHTS OF MAN?

1. The early Roman was a stern, hard-working, short-sighted man whose life was a continual struggle against pestilence, invasion, and the land. How does he compare to or contrast with the Ancient Greek? Would you classify him as Athenian or Spartan? How did the ancient Roman's allegiance to his gens compare to the Greek's feeling for his polis?
2. As Rome grew, the loyalty to the gens was extended to national loyalty. Did this extension take place in Greece?
3. The discipline of the simple farmer became the discipline of the soldier and thence the discipline of a nation. Rome's only choice for centuries was to conquer or be conquered; her treatment of her enemies and those who were subdued was often inhuman, but underlying her whole history was an unwavering belief in the controlled life, subject not to one individual at the sacrifice of others, but to a system based on justice and fair play. Is war justifiable on the basis of the fact that a weak nation is continually prey to hostile attack and possible conquest? Should the will of the individual be sacrificed in order to benefit the whole people? Can the individual exist in vacuo?

INSTRUCTIONAL MATERIALS:

1. Map of Rome
2. Text, Stories from Roman History, Defrasne, Chap. 1
3. Filmstrip, Tape (Aeneas legend)
4. Background material (course of study and teacher bibliography)

SUGGESTED ACTIVITIES:

1. Map Study
   a. Italy is divided into two sections: continental Italy, which extends from the Alps to the Apennines (320 miles east to west), and the peninsula, which runs 650 miles in a southeasterly direction between the Mediterranean and Adriatic Seas.
   b. The Apennines traverse northern Italy south of the Po and run almost the whole length of the peninsula on the east.
   c. Unlike Greece, with its clusters of islands, Italy has but three large islands off its coast: Sardinia, Corsica, and Sicily.
   d. Beginning with the Bronze Age (2000-1000 B.C.) there was an influx of people speaking Indo-European tongues into various parts of Italy. From Switzerland and the upper valley of the Danube one group moved into the northern Italian lake area. Another group of invaders about 1500 B.C. penetrated as far as the Po, bringing with them skills in using bronze, raising cattle, and farming. The rich black soil was particularly fertile and has been referred to as terramara, a term which came to be applied to the early civilization itself. A third group came across the Adriatic bringing with them an Osco-Umbrian dialect not found in northern Italy. There were later Indo-European invaders, notably the Illyrians from across the Adriatic who entered Italy about the second half of the eighth century B.C. and occupied the Venetian plains. Some of them, called Iapygians, moved to the southeast coast of Italy. These Ilyrians brought with them a knowledge of horse-riding and horse-breeding and were probably responsible for the transmission of a great number of Greek words. (Even the Aeneas legend may have come to Italy through Illyrian intermediacy.)
      Probably the single most important influence upon the culture that was to become known as Roman was the group of people that probably came from Lydia in Asia Minor in the late 9th century B.C. and during the next three centuries built up a civilization that extended from the Alps to Campania and from Corsica to the Adriatic. The wealthy, highly-civilized Etruscans brought an arresting art full of Greek influences, and a language written in the Greek alphabet which is still known imperfectly.
      The last of the group of invaders of Italy were Celtic people who crossed into the Po valley in the sixth century B.C. They pushed the Etruscans out and the Veneti into a corner and became dominant in the region that became known as Gallia Cisalpina.

SUGGESTED ACTIVITIES:

1.
   e. The Greek settlements in Sicily and southern Italy were part of the great colonizing movement already studied in Unit II. Cumae, one of the oldest Greek cities in Italy, was settled about 750 B.C. and is therefore about as old as Rome itself. Greek civilization flourished to such a degree in S. Italy that the area became known as Magna Graecia. (It is significant that these highly developed cities, the most brilliant and advanced of the time, were never destined to dominate Italy politically, sharing as they did the weaknesses of the Greek polis: the inability to unite and rule.)
      1) Trace the routes that all these invasions covered.
      2) Point out the region of Latium and Rome's position on the Tiber. Emphasize the central location which allowed Rome to conquer southward and northward at her convenience. The Tiber is navigable for fifteen miles from its mouth, where the seaport of Ostia was later founded. Tiber Island, opposite the Palatine, offered an excellent position for a bridge and facilitated land traffic.
      3) Locate the Seven Hills of Rome and the Janiculum and Vatican across the Tiber.

2. Filmstrip-Tape (Legend of Aeneas and the founding of Lavinium, Alba Longra, Rome)

3. Discussion-Lecture
   a. Review the high-points of the story. Emphasize the fact that the necessity of bringing Rome within the orbit of Greece and the tales of Homer led Vergil, Livy, and others to embellish what may have been historical fact. For the early history of Rome, however, we are dependent chiefly on the evidence of archaeology and the survival of certain religious rites and practices. It was not until the end of the fourth century B.C. that the Romans began to make records of their activities.
   b. List the seven kings of Rome (753-509)
   c. Discuss the oppression of Tarquinius (the last of the Etruscan kings) and the subsequent hatred that the Romans had for the concept of "king."
   d. Chapter 1, DeFrasne; suggested questions:
      1) Why were the Etruscans preparing to attack Rome at this time?
      2) What reasons did Lars Porsena outline for the soldiers?
      3) Describe the first action of the battle. Why did the Romans panic and flee?
      4) What was the plan of Horatius?
      5) Describe Horatius' lone defeat of the Etruscans on the bridge.
      6) Describe the pain of Rome living under siege.
      7) What was the first offer that came to Rome about lifting the siege?
      8) Why did the Romans refuse the offer of Porsena?
      9) Discuss the attempt of Mucius to save Rome. Why did Porsena free this man who had attempted to murder him?

SUGGESTED ACTIVITIES:

3\.

d\.

10) What was the second offer of peace that came from the Etruscans?
11) How did the Romans accept this offer?
12) How did one girl change the course of this war?
13) What were Porsena's final words about Rome?

Literary allusions: Shakespeare, "The Rape of Lucrece"
McCauley, "Lays of Ancient Rome"
(Horatio at the Bridge)

(The teacher might himself read the latter to the class at this point or select a student to do so.)

e. Government and Social Structure during the period of the kings.
   1) King was elected for life and had the imperium conferred upon him which made him absolute commander in war, as well as chief priest and judge.
   2) Senators came from the well-organized, wealthy aristocracy, and members of their families and their descendants became known as patricians.
   3) The great mass of Romans were called plebians; they were debarred from priesthoods, offices, and Senate, but they were personally free, could own property, and vote in the popular Assembly.

QUESTIONS AND POSSIBLE CONCLUSIONS

1. What traits of character were displayed in the actions of Horatius, Mucius, and Clelia?
2. Why was Rome able to extend her power while the highly civilized cities of Magna Graecia were not?
3. What was the effect of the continuous warfare between the tribes of early Italy? What did the combined rule of Romulus and Titus Tatius show about the early Romans' ability to join forces with those who had been conquered?

The strife that was to characterize the growing nation for centuries until the Pax Romana began with these small intertribal battles. Clearly a desire to avoid being over run and conquered by invaders necessitated Rome's development into a strong military nation.

SUGGESTED TIME: Two to three weeks

UNIT IV:

Quo fata trahunt retrahuntque sequamur; quidquid erit, superanda omnis fortuna ferendo est.

AENEID IV, 709, P. Vergilius Maro

CONCEPT: Nations that have achieved the pinnacle of social, political, and economic stability can sustain that "golden age" only through the co-operation of a concerned citizenry acting for the national good.

TOPIC QUESTION: How is it possible to distinguish between a nation acting to protect itself and a nation attempting agression against other lands?

1. If in order to protect herself a nation must cause great distress to great numbers of people and the people accept the challenge, does that nation owe continued protection to those people even to the extent of agressive wars in order to forstall possible problems with outsiders? Did the Romans, after conquering practically all of their known world have to keep fighting in Gaul and Britain, Africa and parts of Asia Minor in order to keep Rome safe? Was it possible that Rome asserted her power to gain more power, or that a general pursued a battle to bring himself fame? (Caesar in Gaul) Are there any parallels in our modern world?
2. Are the people always obligated to support the nation even in the face of an "unpopular" war? How far can individual ability to protect himself go to protect his lands? Does he of necessity have to join with others in order to prevail himself? Does this inter-dependency increase until the national good becomes the individual good? In that case, is it possible to have an "unpopular" war? Does the individuality of human beings have to be subjugated to the state in order to maintain the national good? Is there some "golden mean" through which the individual through his own self-esteem is better able to serve his country?

TOPIC QUESTION: Does a man shape his age or does the age produce the man?

1. Does a great leader inspire the people with confidence enough to believe in his cause and thus shape the society in which he lives? Did the Gracchi capitalize on the inequity of land distribution in Rome in order to reach the height of political power and become famed for their land reforms? Or did two people of insight see a need for leadership that would recognize the right of the poor? Did Caesar wish to seize power for himself for personal glory or was he a man with insight enough to see that the Republic was dead and a new form of government had to be constructed if all of the people were to live under the best possible circumstances?
2. Could John Kennedy, a man of the Catholic faith, have become President of the United States in any other age? Twenty five years ago? Could Carl Stokes have been elected mayor of Cleveland in any other age? Could George Wallace have reached the point of campaign for the Presidency in any other age? Would the Roman Empire have reached its great glory with or without Augustus? Was the time right for a "golden age" or did the man have the ability to serve and shape his people in such a manner that they produced the cultural zenith that was the Roman Empire?

INSTRUCTIONAL MATERIALS:

1. Text, Words from the Myths, Asimov, Chapters 3, 4, and 5
2. Text, Stories from Roman History, Defrasne, Chapters 2, 4, 6, and 7.
3. Mimeographed speech of Tiberius Gracchus in 133 B.C.
4. Mimeographed language study sheets
5. Background material (course of study and teacher's bibliography)
6. Filmstrips and other audio-visual aids.

SUGGESTED ACTIVITIES:

1. Discussion-Lecture
   - a. The Roman Republic
     - 1) After Rome's defeat of the Etruscans she had to re-establish herself as the supreme power in Italy. The Latin people on the outskirts of Rome declared their independence and established a Latin League of Defense. Soon, however, it became evident that all the tribes of Italy had better unite in order to maintain strength against hostile alien groups. The new Latin League that was formed included all the tribes of the first League and Rome. At the beginning of the fourth century, then Rome was the leading city of central Italy.
     - 2) Major conflicts on Rome's route to empire.
       - a) In an early battle against the Volscians Caius Marcius won the title of Coriolanus by capturing, almost single-handedly, the Volscian capital Corioli.
       - b) In 390 B.C. the Gauls attacked Rome and laid seige to the city. The Romans withstood the seige, and after a long time the Gauls just left.
         Legend says that Rome paid the Gauls 1,000 pounds of gold to ransom the city and that it took Rome fifty years to recover from this seige.
       - c) In 338 B.C. the other tribes of the Latin League attacked Rome because they had begun to fear her power. Rome, overwhelmed them and the Latin League was dissolved.
       - d) About ten years later Rome advanced against the Greek colonies in the south of Italy.
         - i) The Greek colonies were easy prey. They loved luxury, individuality and independence. Attack from Rome could not be withstood without unity.

           One interesting battle was won by the Greeks led by Pyrrhus, king of Epirus in Greece. He had come to help one of the Greek colonies to which he was friendly. He brought with him a great army of foot-soldiers, cavalry and elephants. He won the first battle but at such a great loss to himself that the term Phyrric Victory has grown from this event.
         - ii) In 270 B.C. Magna Graecia belonged to Rome and Rome now controlled all of Italy.

SUGGESTED ACTIVITIES:

1.

a.

2)

e) The Punic Wars

i) In the first war Rome interfered with the affairs of a Cartaginian colony on Sicily. Carthage was a sea-faring nation but the Romans were better fighters. They built ships rapidly and perfected a technique of boarding a Carthaginian ship with a Corvus, a movable bridge. In 241 B.C. Rome defeated Carthage, thus gaining complete control of Sicily and domination of the western Mediterannean.

ii) The second war was instigated by Carthage some thirteen years later. The brilliant Carthaginian general was Hannibal; but when Rome counterattacked Carthage, Hannibal was recalled to Carthage and Rome was again the victor.

iii) The third war began with a quarrel about the terms of the treaty with Rome. Rome was again victorious. She burned Carthage, plowed the ground on which it had stood and enslaved all the people.

f) In 197 B.C. Rome destroyed King Philip and his country Macedon. Philip had aided Hannibal in the second Punic War.

g) In 190 B.C. Antiochus III and his country Syria were defeated. Antiochus had allied himself with some of the Greek states in that war.

h) In 146 B.C. the Romans burned Corinth. The Greek city-states had quarreled among themselves and plotted against Rome. After Corinth was burned all the Greek city-states came under tight Roman rule.

i) Rome eventually took over Asia Minor and other territories in the Near-East and by 100 B.C. the power of Rome extended all around the Mediterranean.

3) Political, social and economic change in Rome.

a) The imperium, formerly in the hands of the elected king, remained, but now this power was delegated to two consuls.

i) These were elected annually from the Patrician class.

ii) They were commanders of the army, high priests and in possession of police powers at home.

iii) In event of emergency a dictator could be substituted for the two consuls, but he was given supreme power for six months only. Julius Caesar became dictator in this way.

b) There was a senate also chosen from the Patrician class.

c) The aristocracy was definitely the ruling class and the Patricians and the Plebians were literally two separate communities.

SUGGESTED ACTIVITIES:

1.
  a.
    3)
      c)
        i) Plebians could not marry into the patrician class.
        ii) Plebians could not hold any public office, for only Patricians could perform the religious services that were pre-requisite to public office.
      d) Two groups finally developed, the Optimates and the Populares.
        i) Optimates were made up of Patricians and wealthy middle class. They were very conservative in political matters.
        ii) Populares were the common people and they were very liberal in political outlook

PARALLEL to modern America:
What is the political outlook of the rich people in America?
What is the political outlook of most of the middle class? of the poor?
Is the fact that Mr. Nixon is President an indication that the political outlook of our citizens is becoming more conservative?

      e) The first breakthrough for the Plebians came with the formation of the Plebian Assembly.
        i) All the people were members.
        ii) They were presided over by ten tribunes who were elected for a year by the assembly.
        iii) Only the tribunes could call together the assembly.
        iv) The tribunes could block any measure of the senate by calling out "Veto."
        v) Now Plebians had more rights. They could intermarry with Patricians and had the right to hold the office of Consul.
        vi) By 287 B.C. laws could be passed in the Plebian Assembly without consent of the senate.
      f) Rome was increasing in commercial power because of all her conquests.
        i) There was a new social class called equites - men who could afford to own horses. Most of these were merchants and each one worked hard to obtain war contracts.
        ii) There was a decline of small farming because of the competition of foreign goods. Wealthy aristocrats bought up large tracts of land and introduced large-scale farming.
        iii) Those left out flocked to the city and formed a new group of unemployed laborers who lived on government doles.

PARALLEL to modern America:
How many small farmers are there in America today?
Discuss the influx of unemployed to our cities.
Consider the large-scale farms in America today and the subsidies paid to farmers for not planting crops.

SUGGESTED ACTIVITIES: continued

1.
    a.
        3)
            f) PARALLEL...continued
                Are war contracts a big source of merchant income?
                Do we have groups of "very rich" and "very poor" today?
                Does our tax structure try to equalize?
                Is there any difference in the political power of the wealthy and the poor in America?
                Are doles to the poor the best way to help them?
                What other methods are there for relieving the plight of the poor?
                iv) Another powerful group were the governors of the provinces. They served without pay but they had very little supervision from Rome and could steal much for themselves.

                PARALLEL to recent scandals in our country involving supreme court justices and governors of states
        4) Law
            a) The Plebians resented the fact that the laws were unwritten and were being interpreted to suit the Patricians. So there was agitation to codify the law.
            b) A committee went to Athens in 455 B.C. to study the work of Solon and soon after that the Twelve Tables were adopted.

Language unit on Roman Law.

It is difficult to be chronologically correct in teaching the history of the Latin language. The fact that there is an almost complete absence of texts earlier than the third century prohibits us from studying the development of the literary language and the means by which man's different dialects merged. We know that the alphabet evolved, as the Greek alphabet did, from that of the Phoenicians. (Use alphabet chart here to show similarities in the characters. Explain how the Latin alphabet developed other characters to represent sound patterns in their spoken language which they needed.)

As we have seen, the plebians resented the unfair treatment which they received as a result of uncertainty of word-of-mouth law. The committee which went to Athens to study the work of Solon was called the decemviri, and it was headed by a very famous Roman named Appius Claudius. The laws, when formally adopted, were engraved on twelve bronze tablets, and these Twelve Tables, as they became known, were set up in the Forum for all to read.

Some of the laws, as they have come down to us, appear to be ridiculously simple, but they do give us a picture of Roman society at this early date and an idea of this particular stage in the development of the Latin language. Some of the laws are extant, in fragmentary form, and we can examine a few of them.

Laws of the Twelve Tables

Si pater filium ter venumduit, filius a patre liber esto.

(If a father offers his son for sale three times, the son shall be free from the father.)

(Before the Twelve Tables, if a father sold his son into slavery and the buyer then freed the son, the son came under his father's potestas again.)

Si quis occentavisset sive carmen condidisset, quod infamiam faceret flagitiumve alteri, ...fustibus feriretur.

(If any person had sung or composed against another person a song which caused slander or insult to another, he should be clubbed to death.)

qui falsum testimonium dixisse convictus esset, e savo Tarpeio deiceretur.

(a person who has been convicted of giving false testimony would be hurled down from the Tarpeian Rock)

Mulieres genas ne radunto, neve lessum funeris ergo habento.

(Women must not tear cheeks or hold loud mourning assemblies for the funeral)

Debtors who had been judged so in court were permitted a 30-day grace period. After that a creditor could seize him. Vincito aut nervo aut compedibus. XV pondo ne minore, aut si volet majore vincite. (He could bind him in stocks or fetters; he could bind him with weight not less than fifteen pounds, or with more if he wished.) They could be held for sixty days. On the last three market days of the sixty-day period (market-days were eight days apart), they were brought to court and the amount for which they were liable was announced. On the third market day they suffered capital punishment or were offered for sale abroad, across the Tiber.

Si arbor ex vicini fundo vento inclinata in tuum fundum sit, de adimendaaea agere potes.

(If a tree from a neighbor's farm be bent over by the wind onto your farm, you can take legal action for removing it.)

SUGGESTED ACTIVITIES; continued

1.

a.

5) Civil Strife in the Last Years of the Republic

a) The great estates and the monopoly of the aristocracy in government led to the serious problems that the Roman Republic faced in the years following the destruction of Carthage. Two great champions of reform were Tiberius and Gaius Gracchus. (The analogy to the Kennedys is an obvious one; see teacher bibliography for an in-depth comparison.)

i) Tiberius saw first-hand examples the troubles of the state: the low morale of the army, the discontent of the poor over land inequities, the danger of a slave uprising.

PARALLEL TO: the war protests today, the problems of slums; unemployment; rural poverty; inequities in availability and cost of material needs; race riots throughout the nation
For Rome there was a solution which Tiberius saw. He ran for the tribuneship and was elected in 133 B.C. He instituted an ingenious plan for land reform, but, like the freeing of the slaves in the South, it proved to be political suicide. He needed money and time to carry out his program. When he stood for the tribuneship for a second time, a serious departure from Roman custom, a mob of senatorial supporters caught and murdered him near the Temple of Jupiter.
(See attached material on Tiberius' speech to the people)

ii) Gaius Gracchus took over where his brother left off, but the reforms that he intitiated as tribune in 124 went beyond land reform. He seemed, in every new measure, to be launching an offensive against the Senate. Not all the laws of Gaius were dated, but two of the most important were: contracting for the collection of taxes in rich provinces by publicani who were able to build financial empires (the beginning of Rome's problems with extortion in her provinces); distribution of grain to the poor, first of the Empire and had a profound effect on all of Mediterranean agriculture). The legislation of Gaius was without precedent, and senatorial propaganda did him great damage. He was not re-elected in 121 B.C., and in the midst of the riots attending the election was killed. More than three thousand of his followers were liquidated in the purges that followed.

b) From this time on the divisions in the Republic were deep and unbridgeable. Party strife and civil war led to the concentration of unusual powers in the hands of the party champions.

SUGGESTED ACTIVITIES: continued

1.

a.

5)

b)

Gaius Marius was elected consul in 107 to finish off the African war. One of the reforms which accompanied his rise to power was the reorganization of the army from a militia to a professional long-term service. Invaders from the North created a national emergency, and Marius was given four successive consulships (unprecedented) to deliver Rome from this menace. After the danger was past, Marius was not willing to give up his military dictatorship...such was his personal ambition. He held two more consulships but in 100 B.C. found himself out of office. He served as a general in the social wars between 90-88 B.C., was driven into exile over the command of the Mithradatic War. When he was recalled from banishment he led a great march on Rome that culminated in the massacre of his opponents, his seventh consulship, and death as a seventy-year old half-mad alcoholic.

TIBERIUS GRACCHUS' SPEECH TO THE PEOPLE, 133 B.C.

"Wild beasts have their lairs, but the men who fight and die for Italy can call nothing their own except the air and the sunshine... Your generals exhort you to fight for hearth and home. You have neither... You fight to defend the luxury of the rich. They call you the masters of the world, but you have not a foot of land you can call your own..."

SUGGESTED ACTIVITIES: continued

1.
  a.
    5)
      b)
        ii) The patrician Sulla found success as a general in the Social Wars and in conquering Mithradates in the East. In 88 B.C., as consul, he interrupted his duties in the East to march on Rome to prevent his command being transferred to Marius. He settled the matter with his sword and proceeded to the war against Mithradates. After the victory Sulla returned to Italy, joined Gnaeus Pompeius (Pompey) and other aristocrats who awaited him, and began a terrible civil war. Sulla was victorious at the cost of thousands of lives...a brutal massacre of prisoners in cold blood. Each day, establishing himself in the office of dictator, he published in the Forum a list of victims (political enemies); anyone might slay these people and receive a reward; no one dared shelter a victim, not even children their parents.

PARALLEL TO: Nazi German; Russian seizure of Czechoslovakia and subsequent death of freedom in that small land; Castro's "liberation" of Cuba.
Sulla's aim was to set up a state dominated by the Senate, since the Roman people as a whole had failed to govern it. His one-man rule, characterized by legislation to re-organize government structure and create a civil service, lasted until 79 B.C. when he laid down his dictatorship and retired in Campania where he died the following year.

PARALLEL TO: a dictator who did not lay down his power (J. Caesar) an emperor who also involved himself in mass prescription to punish his enemies but who restored a war-torn nation to peace and prosperity (Augustus Caesar)

iii) Within ten years of Sulla's death the constitution had collapsed, and all of Italy was in danger from the slave uprising. Crassus and Pompey, the latter of whom had never held the quaestorship or the praetorship and was too young for the consulship, were co-consuls in 70 B.C. Pompey had taken some of the credit for the defeat of Spartacus and was clearly a man to be reckoned with in the struggle for power that was to follow. Pompey was known as a great general; his epithet was "Magnus"; he inherited the role of champion of the aristocracy from Sulla. He could have established a personal

1.
a.
5)
b)

iii) autocracy if he had been as ruthless as he was vain and if his contemporary (first colleague, then antagonist), Julius Caesar, had not taken matters in his firm and perhaps more ruthless hands. Just as Marius had been the champion of the people in the struggle with Sulla, his nephew was the champion of the people against Pompey. They were first colleagues in the First Triumvirate with Crassus, but their basic differences could not long be kept beneath the surface. As Caesar rose to power and fame with his conquest of Gaul, the invasion of Britain, and the bridging of the Rhine, Pompey was establishing himself in power in Rome. Finally, the situation came to a head and Caesar saw that he would have to return to Rome with his army to protect himself. One of the allegations hurled against him was his unauthorized warfare in Gaul, which he justified as protection of Rome from barbarian invasion and the defense of allies against agressors, according to treaties. Caesar knew that his only means of protection lay in gaining the consulship, during which term of office he could not be prosecuted. He took his army on the historic march over the Alps, crossed the Rubicon, and became a public enemy. Pompey was ordered to defend the state, and the civil war which was to end in Pompey's death and the dictatorship of Caesar began.

The film, "Julius Caesar: The Rise of the Roman Empire," can be shown at this point.

iv) Although it is clear that Caesar aimed at permanent monarchy, which was odious to conservative Republicans like Cicero, his governmental reforms were far-reaching and promoted stability and prosperity. After his death, Mark Antony (the surviving consul of the year 44 B.C.), Lepidus (Caesar's Master of the Horses), and Octavian, Caesar's nineteen-year-old nephew and adopted son) joined forces in the second triumvirate to avenge Caesar's death and defeat the Republican forces under Brutus and Cassius. Their first act was a massive proscription similar to those of Sulla in which the great orator and patriot Cicero was murdered. The Battle of Philippi in 42 B.C. took the lives of Brutus and Cassius. The next ten years brought rivalries among the three leaders and came to a head with Antony's alliance with and dependence upon

SUGGESTED ACTIVITIES: continued

1.
  a.
    5)
      b)
        iv) Cleopatra. Octavian had lost no time in winning support for himself in Italy and had found two excellent ministers in Agrippa, the great general, and Maecenas, the able administrator, diplomat, and patron of the arts. In September of 31 B.C. two great naval forces met off the coast of Actium, and the forces of Octavian overcame those of Antony and Cleopatra. Antony and Cleopatra committed suicide, and the thirty-one year old Octavian became the leader of the Roman World.
    6) The Principate of Augustus
      a) Few statesmen in history faced the multitude of problems that confronted Octavian as he took over the management of a world empire.
        i) Decline in morals, lack of respect for the gods
        ii) Loss of confidence in the government in the wake of the brutality, hatred, and confusion of civil wars
        iii) Provinces were depopulated and ravaged.
        iv) A selfish and unpatriotic aristocracy
        v) Unemployed mobs in Rome on free bread and circuses, uninterested in work
      b) Octavian had proved himself superior in warfare; now he demonstrated his understanding of politics and the nature of the people whom he led. The Roman world yearned for a return to peace, prosperity, and order; therefore the young princeps aimed to restore the semblance of the republican way of life.
        i) Revival of morality - attempt to foster family life; strict laws regarding adultery and divorce
        ii) Reduced the number of senators and restored it to a position of honor and respect; although the senate was to be Octavian's partner in administering the empire, it never became an equal partner with the clever princeps; appearance were maintained, and the powers of the senate seemed to be comparable to those of the Republican senate.
        iii) The provinces were divided into two large groups: those needing legionary forces and those who did not. He personally supervised those close to the frontiers, insisting on efficient government; provincial governors were liable to charges of extortion and had to account to the princeps from time to time.
        iv) Revival of religious rites, restoration and building of temples, Octavian's own devotion to Apollo, were attempts to establish religion on the basis of the old Republic.

SUGGESTED ACTIVITIES: continued

1.
  a.
    6)
      b)
        v) a strong civil service was established; new departments were set up in Rome; the city's fourteen districts were provided with police and fire forces; road-building and industry helped to eliminate unemployement; the plebians had greater opportunities to rise to important positions
      c) The powers which Augustus held were far-reaching, but he insisted that they appear to have precedent.
        i) He had held the consulship for every year from 31 B.C. until 23 B.C., when, realizing that this annual re-election was in violation of republican convention, he surrendered his consulship. Instead, he received the proconsulship, an ordinary republican office which was renewed until his death and which gave him command of the armies, foreign policy, and the *imperium*.
        ii) The tribunician power was granted annually until his death which gave him legislative power and hence control of the civil administration.
        iii) He was called *imperator*, *princeps*, *Augustus*, *pater patriae*, but he would never accept the title of *dictator* or *rex*.
        iv) Pontifical power gave him control of religion also.

      Augustus, with his long reign of forty-five years, gave the Roman world a Pax Romana, a return to law and order. He was extolled in his own lifetime as a man who cared for the common life of men. He was a man who grew greater and wiser as his responsibilities increased. The foundations which he laid were to endure for two centuries after his death, surviving many bad emperors. Like his famous uncle he was deified after death.

  b. Chapters 2, 4, 6, and 7 DeFrasne
    1) Chapter 2 (Coriolanus)
      a) Why was there trouble among the social classes of Rome even after the defeat of the Tarquins?
      b) Discuss the points of the argument between Menenius Agrippa, patrician and Junius Brutus, plebian.
        i) Brutus' accusation of the tyranny of the patricians
        ii) Menenius defense that the patricians win the wars
        iii) Brutus' response that the soldiers fight the war and the soldiers are Plebians
        iv) The fables of both men used to prove the points they were making
      c) Describe Caius Marcus' defeat of Coroli.
      d) How did Coriolanus turn the people of Rome against himself?

SUGGESTED ACTIVITIES: continued

1.
    b.
        1)
            e) Why was Coriolanus finally exiled from the city?
            f) Describe the treason of Coriolanus.
            g) How was Coriolanus induced to save Rome?
        2) Chapter 4 (The Punic Wars)
            a) Background material for the chapter
                i) Carthage had been founded as a Phoenician colony about 875 B.C. and she developed as a nation of sailors and traders until she had enough strength to practically control commerce in the western Mediterranean. Business was the main concern of the people. The state was controlled by wealthy businessmen and there was, therefore, no general populace loyal to the country. When these people were suddenly confronted by war with Rome great leaders were needed to pull the people together. Hannibal's great ability was shown as a fighter and as a man. One interesting event occurred as Hannibal was crossing the Rhone River with his army on the way to Italy. He had to devise some scheme for getting the elephants across the river. There are several versions of his actions, but the historian Livy's tale of a raft two hundred feet long and fifty wide seems to be most acceptable. This raft was attached to the bank by cables and a kind of dirt ramp stretched to the raft, so that the elephants would not be afraid to leave solid ground. Another raft was joined to the first one. The elephants did not mind the first stationary raft, but when the second smaller had been untied with the animals on it, they began to pack together, shrinking away from water in terror. Some became so frightened that they fell into the water. By feeling their way to shallow places they were able to reach land. Despite all difficulty, however, Hannibal did reach Italy with his elephants and he turned out to be a powerful foe of the Romans.
                ii) Marcus Porcius Cato, called Censor or the Elder, to distinguish him from the later Catos was consul in 195 B.C. Several writers praise him as an example of old-time virtue, old-fashined sternness and incorruptible justice. He tried to reform Roman morals, blamed moral decline on foreign influence, and especially scorned those Romans who were interested in Greek culture and language. The prose work on agriculture is the earliest example of Roman prose writing and reveals the character, wisdom, and wit of the elder statesman. He became well-known for ending his speeches in the Senate with the

SUGGESTED ACTIVITIES: continued

1.

b.

2)

a)

ii) phrase that was to become famous: Deleda est Carthago. He was a good friend of Scipio.

Now, the Romans after the third Punic War did destroy Carthage. They burned the city, plowed the charred land and enslaved all the people. If the Romans had done this after the second Punic War, as Cato had demanded, there might have been no third Punic War. Is total destruction of the enemy necessary in order to assure that there will be no further conflict with them? Is this a desirable way to insure peace for a country or an empire?

b) Questions

i) How did young Hannibal became so dedicated to the destruction of Rome?

ii) Describe Hannibal as he trained himself to be a soldier and a general.

iii) How did the war begin according to this tale?

iv) Summarize Hannibal's plan for victory.

v) Describe the difficulties of taking an army over the Alps.

vi) Give one or two examples of the horror of war as the Romans first met Hannibal's advance

vii) Describe some of the problems that the Romans had in the second great encounter with Hannibal. At first the Romans were successful; what turned the tide and led to their defeat?
Why is it so especially sad that Paulus Aemilius perished?

viii) Why did Maharbal quarrel with Hannibal after this successful battle?

ix) Discuss the arguments of the two citizens concerned about the election of Scipio.

x) Who stopped Scipio from complete victory over the Carthaginians?

xi) Explain the plan of Claudius Nero to outwit and defeat Hasdrubal.

xii) Why did Hasdrubal decide to retreat?

xiii) How did Hasdrubal and his troops use elephants in the battle?

xiv) How did the Romans finally manage to defeat Hasdrubal?

xv) How did Claudius Nero confirm his victory and frighten Hannibal into fearing defeat?

xvi) Why did the elders of Carthage recall Hannibal to Carthage?

xvii) Why did this recall cause Hannibal to be bitter?

xviii) Describe the sad death of Hannibal. Why was he bitter against Carthage.

xix) Describe the death of Scipio. Why was he bitter against Rome?

xx) How does this book describe the destruction of Carthage?

SUGGESTED ACTIVITIES: continued

1.
  b.
    2)
      a)
        PARALLEL TO: The ending of World War II after the use of the atom bomb. Was it worth destroying so many Japanese to save American lives? Should we have fought an all-out war in Korea and destroyed North Korea in order to avoid the trouble that country has been giving us recently, i.e., The Pueblo?

        Should we destroy Viet Nam and thus avoid trouble with Russia?
    3) Chapter 6 (Julius Caesar)
      a) Trace the route that Julius Caesar's triumphal march took through the city. Show pictures of a Roman triumph.
      b) According to the stories of the legionnaires, what kind of a leader was Julius Caesar?
      c) Discuss the author's statement that Caesar wanted to be a king. Have you read anything to disprove that statement? How did the Roman people feel about the title "king"?
      d) Caesar had various warnings and unfavorable omens prior to the Ides of March. What impression did they have upon him? Discuss the significance of the two dreams.
      e) Was Brutus' part in the conspiracy justified on the basis of his beliefs. How did Brutus feel about Caesar? How did Caesar treat Brutus?
      f) How did the people feel about Caesar after Antony's reading of the will and his funeral oration?
    4) Chapter 7
      a) How does the style of this story differ from that of the others we have read? (first person)
      b) What claims and regrets does Augustus make for his literary ability?
      c) In what language does he write and what explanation does he make?
      d) Briefly describe the birth of Augustus and the reaction of his father.
      e) What kind of people were the parents of Augustus - background, character, career?
      f) How did Augustus spend his early days?
      g) What were his early political appointments?
      h) When was he suddenly called to Rome? Why?
      i) How did Augustus first become consul of Rome?
      j) Describe his early relationship with Antony.
      k) Why did war finally break out between these two men?
      l) Why did Cleopatra kill herself?
      m) What problems did Augustus see as he took over the leadership of the Roman empire at age 32?
      n) With what proposal did Octavian go before the senate?
      o) What honors did the senate bestow upon him?
      p) How does Augustus describe himself - looks, character, disposition, strengths, and weaknesses?

SUGGESTED ACITIVITES: continued

1\.
  b.
    4)
      q) How did Augustus fulfill the prophecy of the sybil on Mount Gaurus?
      r) Explain Augustus' statement that his "simplicity was useful politically."
      s) How did Augustus live in the city and in the country?
      t) Why did he not go out in Rome often during the day?
      u) How did he display his kindness and consideration in dealing with the senate?
      v) Relate the anecdote of the talking birds.
      w) How did Cinna the traitor become Cinna, the friend and confidant of Augustus?
      x) How does Augustus finally sum up his feelings about his rule of Rome?

2. Projects
  a. A group of students could produce one of the plays JULIUS CAESAR: A MUSICAL COMEDY or A TRIP THROUGH ROMAN HISTORY (Available from the teacher)
  b. A group or pair of students could present a characterization of one or more of the notable men we have studied in this unit; e.g., Hannibal and Scipio (Scipio would have to be researched by the student.) The triumverate as it was first formed by Caesar, Crassus and Pompey could be characterized.
  c. A student could trace the course of Caesar's rise to power.
  d. Two students could prepare a dialogue between Caesar and Augustus discussing Rome and comparing life in Rome during each of their reigns.
  e. Posters or maps of any of the major events or major men
  f. Students might recreate a political organization of Rome. For example, they might be a Roman senate finding distrust for Caesar as he was rising to power.
  g. Write a play concerned with any man or any event in the unit.
  h. Prepare a comic strip based on the adventures of any man studied.
  i. Read Plutarch's Lives (Robinson, ed.) about Caesar, Cassius, and Antony and then present characterizations of them.
  j. Make a model of Hannibals raft for the elephants or of any other edifice in Roman culture.

SUMMARIZING QUESTIONS AND POSSIBLE CONCLUSIONS:

1. How did the nature of the Roman differ from the nature of the Carthaginian?
2. How did the nature of the Greek differ from the nature of the Roman?

SUMMARIZING QUESTIONS AND POSSIBLE CONCLUSIONS:

3. Why did Carthage fall to Rome despite Carthaginian strength at sea and despite three different wars?
4. Why were the Greeks in southern Italy such easy prey to the Romans?
5. Why did men like Julius Caesar and Augustus remain more universally recognized than did men like Sulla and Pompey?
6. Why did the Republic of Rome die?
7. Define the term law and order.
8. Evaluate the term law and order in terms of Augustan Rome and in terms of our own society.

A land becomes strong either through overcoming all who might threaten it or through isolating itself from the outside world. In conquest lies danger of agression; in isolation lies danger of decay. Nations, who by asserting their strength secure, tend to lose insight and sometimes the ability to differentiate between danger and difference. Attack upon alien peoples cannot be justified merely on the basis of their being alien. Man concerned solely with his own good soon loses all point of contact with other men and in this detachment loses all capacity for constructive living. So it is with institutions and with nations. We master our fortune by accepting it and approaching it with insight and foresight. Then do we have the power to somewhat shape a proud destiny.

SUGGESTED TIME: Six to Seven Weeks

UNIT V: Cedant arma togae . . . .

De Consulatu Suo, M. Tullius Cicero

CONCEPT: Man has consistently sought to immortalize himself and his age by creating or interpreting its triumph and its tragedy for the enlightenment of posterity; and when peace prevails culture flourishes.

TOPIC QUESTION: How were the seeds of representative democracy and cultivated living sown in republican Rome and in the Roman Empire?

How did the Romans administer the tribes and states that they had conquered? What values were there in such a policy of liberal government? Compare this type of rule to the situations that prevail today in a land that has been overcome by another land or even taken over by another leader, e.g., Czechoslovakia, Cuba, the African newly liberated nations. What were the Roman contributions to government which are still evident in our own system of government? What legal foundations did Rome lay for our society? Compare the education of a Roman youth to the education of a young person today? Is our modern curriculum as thorough as was that of the early Roman student? What aspects of their curriculum are evident in ours? How relevant would you judge the Roman curriculum to be? Why? In which society, ours or the Roman, do you believe professional training is more promising? Why? Why do we say that the Romans laid seeds for "cultivated living?"

TOPIC QUESTION: How did the art of Rome preserve the Roman society for us? What can we learn from ancient Roman architecture, visual art, literature and drama that describes the ancient Roman, his philosophy and his life? Were the artistic challenges that faced the Roman any different from those that face us? Were their responses different from ours? How? In what ways do we seem to be returning to the theatrical concepts of early Greece and Rome? How did the Romans entertain themselves? Compare our forms of public entertainment to those of the ancient Romans. Is there anything in our society that compares to the contests of the gladiators? Compare early Roman literature to that of the early Greeks. Compare early Roman literature to that of our modern society. Is there a writer of enough stature in our society to have a whole period of literature titled in his honor as was the Ciceronian Age? What aspects of early Roman religion are still evident in our society? Why do we say that the Romans laid the seeds for cultivated living?

TOPIC QUESTION: Why does culture flourish when peace prevails? Does or can culture flourish in times of strife? Does culture flourish in America today? Will the artistic creations of today live for two thousand years? Why? Do Americans today enjoy "cultivated living?"

SUGGESTED ACTIVITIES:

1. Discussion Lecture
   a. Religion in Rome
      1) The family was the first center of religion, but soon worship became a function of the community, and at last religion was a state matter and the emperor himself was revered. Priests replaced the heads of families in performing religious rites and finally Augustus was declared Pontifex Maximus.
      2) The Romans being a fairly calculating group of people, bargained with their gods. They made a sacrifice and they expected the required reward. Gods were impersonal spirits, numina, who lived everywhere, in fields, in animals, in all natural phenomena. They were neither moral nor immoral nor really concerned with the affairs of man other than in his sacrifices to the numina.
      3) The Roman religion changed and developed just as the Latin language had progressed. As they came into contact with each new group of peoples who invaded or were invaded by them, the Romans adopted new aspects of religious belief. Some of the earliest numina who may have originated with any one of the early tribes became a permanent part of Roman religion. To such numina as Vesta, the guardian of the hearth, the Lares, who protected the home and fields, and the Penates who prevailed over the family larder there were shrines dedicated in every Roman home. The prestige of oracles was always revered and religious festivals in honor of Roman gods were a prevailing phenomena. The greatest of all these festivals and the most well remembered in modern times is the Saturnalia.
      4) The Etruscans probably had the greatest influence on Roman religion. From the Etruscans came the idea of a larger religious community than the family; as well as elaborate religious services and temples, statues, and images of the gods. Thus may have come the idea of a god with a human form. Prophecy was introduced by the Etruscans. Most important of all, perhaps, is the fact that it was the Etruscans who gave Rome their first real contact with Greek religion.
      5) The Romans accepted the Greek gods with almost no change, sometimes without even a change of name. Apollo was called Apollo, for example. Others, however, kept all the powers and properties of Greek gods but were given the names of Roman numina and the power associated with that numen originally. For example Venus easily took on all the powersand history of the Greek Aphrodite, but she had already been designated as the Roman numen of charm. Other very early Roman numina were Jupiter, an Indo-European sky-god, whom the Romans had lodged in a tree at the top of Capitoline hill, and Mars the numen of season and harvest, also the season of war. It is easy to see how Jupiter could take on the qualities of Zeus and Mars the character of Ares.
      6) Review the first five chapters of Asimov for consideration of Latin words and Roman deities.

In developing the language unti based on the five chapters of Asimov, the teacher might begin with having the pupils list the Greek deities that they have read about. As the material is reviewed, the Latin equivalents for the deities could be listed opposite their Greek counterparts, and those deities which were strictly Roman could be added. Derivative study based upon the names of the gods and goddesses could be worked in here.

Many Greek words which have come into the English language have already been studied. The Latin equivalents for many of them have also found their way into our language. The following words may be studied in the same fashion that the Greek ones were, always emphasizing the derivatives and using the derivatives in sentences that are clear and concise. Again, no attempt is to be made to teach the words from a grammar approach. Care should be taken, however, to pronounce the words correctly and make whatever explanations are necessary about the differences between Latin and English sound patterns. Review the Greek words that have Latin counterparts as you teach this unit.

Language Unit on Asimov (Chapters 1-5)

Latin Word	English Meaning	Derivatives
deus	god	deity, deify
dea	goddess	same
aer	air	same as the Greek
terra	earth	territory, terrestial
tellus	earth	Tellurian
sol	sun	solar
luna	moon	lunar
mater	mother	maternity
pater	father	paternity
oraculum	oracle	oracle
mors	death	mortuary, mortal
somnus	sleep	insomnia
ambulo	walk	ambulatory
(somnus +ambulo	sleep-walker	somnambulist)
ursa	bear	Ursa Major, Ursa Minor
stella	star	stellar, constellation
Oceanus	river which encircled the world	ocean
taurus	bull	Taurus (second sign of zodiac)
aquila	eagle	aquiline
amor	love	amorous
dens (dentis)	tooth	trident dentist
salus	health	salutary

Latin Word	English Meaning	English Derivatives
vita	life	vital
vir	man	virile
timor	fear	timid
urbs (urbis)	city	urban, urbane
potentia	power	potent, potential, impotent
ars (artis)	art, skill	artist
princeps (principis)	chief, leader	principal, prince
iuvenis	youth	juvenile
aqua	water	aquatic
oculus	eye	oculist
lapis	stone	lapidary
virgo	maiden	virgin
frater	brother	fraternity
barbarus	a foreigner, barbarian	barbarian
scribo	I write	inscribe
rego	I rule	regent
amo	I love	amatory
virtus	excellence	virtue
insania	madness	insanity
schola	school	scholar
dominus	master	dominate

Latin Word	English Meaning	English Derivative
caelum	sky	caelestial
sonus	sound	sonar

SUGGESTED ACTIVITIES: continued

1.

b. Entertainment and Sports in Ancient Rome

Public Spectacles

The great public games or shows (ludi) were free entertainment given in honor of some god at the expense of the State. They consisted of ludi scaenici (dramatic entertainments in a theater), munera gladiatoria (combats between gladiators, usually in an amphitheater), and ludi circenses (chariot races and other exhibitions in a circus). These cost the Roman state great amounts of money. Often the public official in charge of the games used his office as a means of acquiring public support in future elections. The more elaborate and expensive the spectacle, the greater the pleasure of the Roman citizen.

1) The Theater in Rome
   a) Dramatic performances consisted of comedies, tragedies, farces, and pantomimes. The last two, used chiefly as interludes and afterpieces, were most popular with the Romans. Tragedies were not enjoyed, and only the liveliest comedies gained favor. Roman theaters had no lighting; therefore, plays were put on after the noon meal at first; by Plautus' time they took place in the morning.
   b) There were troops of traveling actors with a manager who contracted with public officials for a performance. Men played women's parts, as in Shakespeare's time, and often a man would play more than one part. Costumes were simple, inexpensive Greek clothes, and in the days of Plautus and Terence paint for the face and wigs were the only make-up. Later, masks came into use.
   c) The early theater had for a stage a crude, temporary platform built at the foot of a hill or grass-covered slope. There were no curtains and no scenery that could be shifted. The stage represented the street and there were usually the fronts of two or three houses shown at the back of the stage. An altar stood on the stage to remind the audience of the religious origin of the festival. Spectators gathered on the slope in front of the stage, some sitting or reclining, some standing. The crowds pushed and quarreled, children cried, and there was always noise and confusion drowning out the actors' lines.
   d) In 55 B.C. Pompey erected the first permanent theater at Rome in the Campus Marius. It was built of stone and modeled after a Greek theater on the island of Lesbos. It held about ten thousand people and remained the only one in Rome until 13 B.C.

      Show visuals here of the remains of Roman theaters in Italy.

SUGGESTED ACTIVITIES: continued

1.

b.

2) Amphitheaters and Gladiators

a) Because of the Romans' love of excitement, gladiatorial games became very popular. They were probably imported from Etruria and Campania, where we hear of their existence much earlier. During the Republic they were, theoretically, munera, paid for by individuals under the pretext of mourning the death of friends or relatives. Even in the Empire, gladiators did not fight on the days of regular public games.

b) Originally, gladiators were captives taken in war; they were experienced fighters who preferred to take their chances in the arena rather than be enslaved. From the time of Sulla there were gladiatorial schools in which slaves of the most depraved character were trained. Later on, criminials (noncitizens) were sentenced to combat fighting, and subsequently to the lions, for such crimes as treason, murder, and arson. The gladiators were in such demand that often men were unjustly condemned as criminals. In Cicero's time provincial governors were accused of sending thousands to be slaughtered in Rome, though these victims were innocent.

c) At first these spectacles were held at a grave or in the circus, but usually in the Forum. None of these locations was adequate, and the practice of building amphitheaters was initiated. Caesar is said to have erected a wooden amphitheater in 46 B.C., but it is likely to have been only a temporary structure. In 29 B.C. an amphitheater was built, partially made of stone, which lasted until the great fire in the reign of Nero. Nero himself built one of wood in the Campus Martius in 64 A.D. The great Amphitheatrum Flavium, later called the Colosseum, was not built until 80 A.D. In many cities throughout the world there are remains of great Roman amphitheaters.

Show visuals`of amphitheaters here.

d) Gladiators usually fought in pairs, man against man, but sometimes in masses. When the gladiators were actually men taken captive in war, they fought with the kind of weapons and equipment to which they were accustomed. Professionally trained gladiators learned to fight in different fashions. The people enjoyed seeing different arms and tactics and loved to watch a man with heavy arms fight against one light-armed. Novelty-fighting came along when the people tired of the usual styles. Men might fight blindfold or armed with two swords or with a net or lasso. There were even battles between dwarfs and women.

SUGGESTED ACTIVITIES: continued

1.

b.

2)

e) Of the other games held in the amphitheater the most spectacular were the fights with wild beasts. At first the animals were killed by men trained to hunt them, and sometimes they were forced to kill each other. Gradually these fights were extended to fights of men against beasts. The victims were condemned criminals, some guilty of crimes that deserved death, others sentenced on trumped-up charges. Still others, including women and children, were condemned "to the lions" for political or religious convictions. They might be given weapons; sometimes they were exposed unarmed or even tied to stakes.

f) Naval battles were initiated during the latter days of the Republic. By flooding an area, it could be adapted for the maneuvering of boats. These battles were often as bloody as many of the real ones. Caesar had an artificial lake dug in 46 B.C., and Augustus later constructed a permanent basin measuring 1800 by 1200 feet.

3) Circuses and Races

a) There were different kinds of shows given in the " "ring" (circus), but the chariot racing was the most popular and oldest form of entertainment. The Circus Maximus was the largest and most famous one in ancient Rome, lying between the Aventine and Palatine Hills. There were others, though, in Rome and the surrounding area.

b) Essentially all Roman circuses had the same arrangement. Show visuals of the circuses, pointing out the carceres, the spina, the curriculum, and the calx. Speed was not all-important in the race. The sand, shortness of the laps, and the sharp turns provided the great excitement and danger.

c) Every circus had on each end of its spina a pedestal -- one supporting seven large eggs of marble, the other seven dolphins. One egg and one dolphin were taken down at the end of each lap, in order for the spectators to know how many laps were still to be run.

d) By the end of the Republic no reputable persons took part in the games. There were racing companies which controlled the supply of trained men and horses, and the giver of the games contracted with them. These companies were named from the colors worn by their drivers, and great rivalry existed between them. Horses were imported from Greece, Spain, and Mauretania, and large amounts of money were spent on drivers Elaborate racing stables were maintained. Even in Rome could be found the tricks of moern horse-racing; drugged horses, bribed drivers, magicians who were paid to curse a team to prevent its winning.

SUGGESTED ACTIVITIES: continued

1.

b.

3)

e) A racing chariot was low and light, closed in front and open behind, with long axles and low wheels to lessen the risk of overturning. The driver stood forward in the car. The teams consisted of two, three, four, and in later times, six or even seven horses, but the four-horse chariot was the commonest. The horses on the left were the most important because the goal post always lay on the left, and the skill of the driver was attested to by his making his turn as close to the post as possible.

f) Before a race, a list of horses and drivers was posted for the benefit of those who wished to bet. Though no time was kept, the records of horses and drivers were eagerly followed.

g) Fouling was encouraged in Rome. A driver might turn his team against another, or upset the car of a rival; having gained the inside track, he might drive out of the straight course to keep a swifter team from passing his. A successful driver was the pride of the race-mad crowd, and his pay was extravagant. Rich presents were given to a winning driver by his company and by outsiders who had bet on him and won.

h) Circuses were also used for other shows. There were performances of the desultores, men who rode two horses and leaped from one to another while going at full speed. There were trained horses that performed tricks while standing on a wheeled platform. Citizens of good standing gave exhibitions of horsemanship, riding in squadrons. Vergil alludes to the Ludi Trojani (Aeneid V), the intricate equestrian maneuvers performed by young nobles.

i) There were animal hunts in the circuses too, and we read of exhibitions during the Republic of panthers, bears, bulls, lions, elephants, hippopotami, and even of crocodiles swimming in lakes of the arena.

c. Education in Ancient Rome

1) The first Schools

In the early days of Rome the father was the companion and teacher of his sons; therefore, the quality of instruction depended on the father's own education. Due to the father's preoccupation with business or public duties, his teaching was not a regular activity. If the father had a qualified slave, the sons would be turned over to him, and often neighbor children came at fixed hours to take advantage of the slave's teaching. The father would charge the neighbors for this service and usually kept the fee for himself.

SUGGESTED ACTIVITIES: continued

1.

c.

2) Schoolrooms

As the need for more formal education grew, steps were taken to establish schools in central areas and children whose parents could pay a small fee were sent there. There were no special buildings, but often open shops or galleries that were roofed over but open to the street were used. The only furnishings were rough benches without backs. The noise and activities of the street were a part of the "schoolroom," and often the citizens were disturbed by the noisy punishment of school children.

No distinction was made between children of humble families and the children of the wealthy nobles. Attendence was not compulsory. The pupils were mostly boys, because girls married very young and had no more teaching than their mothers could give. If a girl pursued her education further, she usually did so in a home where the family could afford private instruction.

3) Teachers

Since the teacher was usually a slave or a freedman, his position was not considered an honorable one. His pupils feared him but had little respect for him. Fees varied from $3.00 a year for elementary school pupils to five or six times as much for grammar school. Fees differed with the qualifications of the teacher. Some schoolmasters with established reputations set no fees but left the amount up to the generosity of the parents. Anyone at all could start a schoolroom and wait for pupils. There were no teachers' licenses and no requirements in education.

4) The Paedagogus

A boy of a noble family was accompanied by a trustworthy slave who escorted him to school, stayed during the sessions, and saw that he got home safely. The paedagogus might also carry the boy's tablets or his satchel. He was expected to keep his young charge from all physical and moral harm. After a knowledge of Greek became common, the paedagogus was usually a Greek slave who could help the boy learn his Greek. The boy called him master, and the paedagogus seemed to have the right to punish him. When the boy assumed the toga of manhood the duties of the paedagogus were completed, but often the boy and his master became friends for life.

5) The School Day

The school day began at sunrise, as all work did in Rome. Pupils often brought candles to study by until sunrise. School would break up for lunch and the siesta and then resume about 3 o'clock in the afternoon and continue until the evening meal.

SUGGESTED ACTIVITIES: continued

1\.

c\.

5) The school year began regularly on the 24th of March, but we do not know whether there was a fixed length for the school year. There were many holidays and religious festivals and market-days when schools were not in session. During very hot weather the schools often closed when families left the city.
6) Discipline
   From the references which come to us in literature, discipline in the schools seemed to be thoroughly Roman in severity. The rod and the ferule were not spared. Horace called his teacher plagosus (thrasher).
7) Subjects
   a) Elementary School
      i) Reading: Great stress was laid on pronunciation. The teacher would pronounce the words, and the pupils would imitate him at the top of their lungs. Since Latin is written phonetically, there was no need for spelling to be taught. Compare to English spelling, pronounciation e.g., dough, tough, rough, etc.
      ii) Writing: The pupils used wax tablets and a piece of wood, bone, or metal with a sharp point, called a stilus. The pupil would follow the letters which the teacher traced until he learned to form them. Only capital letters were used; small letters were not developed until centuries later. After learning to write on the tablets, the pupil learned to use a reed pen and ink on papyrus.
      iii) Arithmetic: The use of Roman numerals made arithmetic more difficult than it is with Arabic numerals. Mental arithmetic was emphasized, but the fingers were used in an elaborate method that we do not understand. Difficult problems involved the use of an abacus. An abacus should be in the classroom to show and demonstrate.
      iv) Memory-work was considered very important, and pupils had to memorize wise sayings and above all, the Twelve Tables. Not until the time of Cicero were the tables dropped from the course of study.
   b) Grammar Schools
      As Rome expanded and the Greek language became more generally known, Greek ideas of education became adopted. These schools are called grammar schools because the chief subject studied in them was grammatica, which included not only grammar but also literature and simple literary criticism. The teacher of such a school was called a grammaticus.

SUGGESTED ACTIVITIES: continued

1.
  c.
    7)
      b)
        i) The epics of Homer were the standard textbook.
        ii) Geography, mythology, antiquities, history, and ethics were studied.
        iii) As the body of Latin literature grew, the Latin prose and poetic works became a part of the course of study.
        iv) The elements of rhetoric were taught in some of these schools because of the importance of oratory in Roman life.
        v) Music and geometry completed the ordinary course of study in grammar schools.
      c) Schools of Rhetoric
      These schools corresponded somewhat with our colleges and were taught by Greek teachers. The students usually came from wealthy families.
        i) Composition: Simple narrative composition progressed to the practice of public speaking.
        ii) Philosophy: The study of the Greek philosophers was often begun in these special schools of rhetoric and continued in foreign study.
      d) Foreign Study
      Talented sons of wealthy nobles were sent abroad to Athens, Rhodes, and Asia Minor to observe scenes of historical significance, take advantage of the rich collection of books and art, or merely to live a gay, cultured life. Athens itself might be called the university of the Romans, and the truly well-educated young noble spent some part of his life there.
      e) Professional Training
      There was no formal provision for learning subjects essential to successful public life, such as the military, law, diplomacy, etc. A young man attached himself for a time as an apprentice to an older man distinguished in one of these occupations. These young men became familiar with the practical side of war, administration, and the law courts. (In our own country, before law schools became common, young mensstudied in the offices of practicing lawyers.)

    In concluding the unit on Education, the teacher may want to show the film "Caludius: Boy of Ancient Rome"
  d. Contributions in government, art and architecture.
    1) The Roman Empire was a "world-state" in which many different races and nationalities lived together. Unmolested from attack on the outside, and generous in permitting the provinces to maintain their own customs, the Romans created an atmosphere of diversity in unity. Creative talent from many different origins could blend together to culminate in imposing works which have continued to influence successive cultures.

SUGGESTED ACTIVITIES: continued

1.

d.

1) It is true that the Romans were deeply influenced by Greek culture. Erudite Romans used the Greek language. Shiploads of Greek marbles and bronzes were brought to Rome for use in adorning palaces and public buildings. Greek artists were hired to produce sculpture like that found in Greece. But without the Pax Romana Greek culture probably would have perished. As they adapted many languages to form a classic language of their own, so did the Romans adapt other aspects of culture to form a classic contribution of their own.

   a) The Romans contributed the foundations of many theories of government which are still in effect today. Administrative divisions of lands such as province, parish and county are Roman in origin. From Cicero came the principle of the separation of government powers; that the legislative, executive and judicial branches of the government must be kept separate; this a basic concept of the United States Constitution. Upon Roman law is established much of the law practice of the modern world. During the first two centuries of the empire skilled jurists carried on the work of codifying the law. The law was humanized. Its basic concern was interpretation by the common man of good sense. While modern American law is based on English Common Law, the law of present day Italy, France, Spain, Japan, Scotland and the Latin American countries is based on Roman Common law. Modern English and American law, however, are abundantly charged with Latin legal terms.

2) Rome needed huge buildings for the housing of government agencies alone. Rome needed a system of roads by which to travel an empire; sanitary systems to maintain comfortably the lives of so many citizens. Roman roads were the wonder of the time and still command a great deal of respect. They were carefully planned for efficient administration and strategy; they were superbly engineered; and they were kept in excellent repair. The Appian Way is an example of a magnificent Roman road which connected Ancient Rome with the cities to the south and upon which tourists of today still tread in awe. In addition to roads the Romans constructed remarkable bridges, aqueducts, dams, reservoirs and harbors, all great tributes to the skill of her engineers.

   a) The Roman city was based upon the Etruscan town plan, four equal quarters created by two intersecting roads with the most important public buildings at the center of the intersection. Here in this plan was probably the origin of the Roman forum. The format of the Roman house was probably borrowed from the Etruscans too. The house centered about the atrium, a high, square, central hall lighted through a large opening in the roof. All the other rooms in the house were symetrically arranged around this. The atrium

SUGGESTED ACTIVITIES: continued

1.
  d.
    2)
      a) was the center for family life and religious observation. The shrine for the family gods, the Lares and Penates, was in the atrium. Romans lived in villas (country houses) domus (private houses in the city) or in insulae (urban houses). The latter were unique in that there were separate stories in each building with an apartment to each story.
      b) The Pantheon, largest of all domed buildings in Rome was built as a temple and still stands. Romans had a great variety and quantity of material on hand for architecture. Whatever was not on hand could be imported from various provinces. Plain stone construction progressed to the use of concrete masonry covered with stucco or faced with stone, building processes still used in luxury construction today. Roman architecture developed from a state of strictly imitating the Greeks to a state of distinct Roman character while retaining some basic Greek forms and elements. The arch was distinctively Roman in its frequent and daring use of span openings. For roofing large areas the arch was extended into a vault. With the vault a vast space could be roofed while proper illumination was kept and the supports necessary for a flat roof were eliminated. The domed roof which also eliminated need for supports was again a unique architectural invention of the Romans.

AT THIS POINT STUDENTS COULD BE TAKEN ON A BUS TRIP THROUGH THE CITY TO VIEW VARIOUS TYPES OF ARCHITECTURE. DOMED BUILDINGS LIKE THE TEMPLE AT ANSEL ROAD COULD BE VIEWED. OTHER BUILDINGS WITH ROMAN INFLUENCE IN THE ARCHITECTURE COULD BE POINTED OUT. FINALLY A COMPARISON COULD BE MADE TO MODERN CONSTRUCTION OF HOMES AND PUBLIC BUILDINGS, ESPECIALLY THE ERIEVIEW DEVELOPMENT DOWNTOWN. IF A TRIP FOR THE CLASSES IS NOT POSSIBLE THE TEACHER COULD DISCUSS VARIOUS BUILDINGS THAT THE STUDENTS MIGHT KNOW AND THAT HAVE ROMAN DESIGN. THERE MUST BE A DISCUSSION ABOUT THE CONTRASTS BETWEEN CLASSICAL ARCHITECTURE AND MODERN. QUESTIONS MIGHT BE OFFERED FOR DISCUSSION:

1. What buildings of today do you believe will still be standing a thousand years from today?
2. What buildings would you want to save? Why?
3. What building innovations do you believe will be helpful or still used by generations that follow us?
4. What type of architecture in either buildings or homes gives you the greatest aesthetic pleasure? Why?

Slides of the various arches, vaults and domes might be shown at this time along with slides of buildings of note.

SUGGESTED ACTIVITIES: continued

1.

d.

2)

b) Specific types of buildings which the Roman developed were the baths, basilica, and the amphitheatre. Every large Roman city had its baths. They were large, splendid buildings with many rooms and used by both rich and poor. The basilica was a civic building used for many purposes. It was a colonnaded building with a central nave and aisles on the sides. The basilica had a great influence on later architecture.

To what edifice of our modern society can the Roman baths be compared? (country clubs)

3) Art forms were again borrowed from the Greeks and influenced by the Etruscans, but a style distinctively Roman developed. Etruscans revered their ancestors and believed in an after-life. Accordingly, they believed in decorating funeral urns and burial equipment, and they reproduced likenesses of their ancestors. It may be through this influence that the Romans became such experts at portrait sculpture and painting. While the Greeks idealized the human form, the Romans were realistic and did their best work in busts of emperors, generals, soldiers, etc. While Roman artists were too realistic to take any artistic "license" with nature, they did produce much decorative work. All houses had a considerable amount of wall space for decoration and the Romans used stucco in a distinctive yet realistic fashion for interior wall design. They developed decorative motifs such as cupids, decorative flowers and scrolls which were popular again in the Renaissance and are still in strong evidence today. They excelled at historic relief sculpture and their coins, their statues and their sculptered coffins were all important artistic achievements.

Slides of Roman art must be shown at this time.
Another trip to the art museum would be excellent at this time.
There the students could view Roman art and compare it to Greek and to modern art.

e. Roman literature discovered its foundation in Greek models, as did all other forms of Roman culture, but again Roman literary artists developed distinctive talents which made Roman literature great in its own right. In historical writing and satire the Romans made especially great and substantial achievement. Drama, although derived in great measure from the Greeks, is interesting for different reasons than those which rendered Greek drama classic. Plot, rather than style or intellectual appeal, characterizes Roman drama, but the customs and manners of Rome are delineated well enough to have inspired continued interest throughout the ages and even today. Plautus wrote primarily to amuse, not to instruct. He was ribald and humorous and

SUGGESTED ACTIVITIES: continued

1.

e. wrote for the common man. In the third century B.C., however, he laid the foundation for modern comedy of manners, farce, and burlesque. Terence lifted the plots of Plautus from the streets of the common man to the drawing rooms of the aristocracy. His work, just a bit later than that of Plautus, was more elegant and sophisticated, even had more intellectual appeal, but never approached the philosophic tenure of Greek works. His works were not as popular in his own time as the works of Plautus had been, but his influence on modern literature is in the same vein as was Plautus'. But Latin literature found its "golden age" in the works of such men as Cicero, Horace, Ovid and Vergil.

1) There is no other man in antiquity as representative of the Republican way of life as Marcus Tullius Cicero. Not only is Cicero's prose the most perfect embodiment of Latin literature, but he, in his life, stood for traditional order and administration of the state. Poet, essayist and philosopher, as well as distinguished orator, he marked his age with the title Ciceronian Age because of his great stature as a literary figure. This period which marked the last stages of the republic included such figures as Catullus and Julius Caesar himself.

2) Augustus' empire brought to Rome political and economic stability conducive to the further development of literary art. His age was known as the second half of the "golden age," and it included all the genres of the earlier period but was most noted for its poetry. This was the time of Horace, known for his literary criticism, but universally famed for his odes; of Ovid, poet and storyteller who idealized themes of love; and of Vergil whose masterpiece, the Aeneid became the great national epic of Rome. Livy, a contemporary of Vergil's advanced the work of history with a beautiful "poetic" style of writing which made him especially popular in his own day. He was at times inaccurate, romantic, and prejudiced towards Rome, but his History of Rome is of epic proportions and for the first time presents the records of early Roman history welded into a single narrative form.

AT THIS POINT THE TEACHER SHOULD CHOOSE ONE IMPORTANT LITERARY FIGURE AND EXPLORE HIM AND HIS WORK IN DEPTH: THAT IS, IF THE TEACHER FEELS THAT SUCH WORK WILL INTEREST HIS GROUP.

The following quotations are taken from this period of Roman history when the language was still developing. With the teacher's help the student can read the quotations and discuss the sentiment of each one. It should be pointed out that Latin literature is full of aphorisms such as these. Ancient as the language is, the thoughts of the Roman writers were surprisingly modern and practical.

Facile omnes quom valemus recta consilia aegrotis damus.
(Terence)

(Point out the archaic quom instead of cum, which was the usual form in pre-classical Latin.)

Quot homines tot sententiae: suos quoique mos.
(Terence)

(again the archaic quoique, instead of cuique; suos (Nom. Sing.) had not yet become suus.) (Ellipsis of the linking verb common in Plautus and Terence.)

Homo sum: humani nil a me alienum puto.
(Terence)

(The language in this quotation is not notably typical of the period. The dative with alienus is more usual in classical Latin.)

MATERIALS:

1. Text; Words from the Myths, Asimov.
2. Mimeographed language study sheets.
3. Films, slides and other audio-visual aids.
4. Teachers' selection of literary work.

SUMMARIZING QUESTIONS AND POSSIBLE CONCLUSIONS:

1. What do we mean by the term cultivated living?
2. How do we learn about civilizations that have gone before ours?
3. Why should we learn about civilizations which have gone before ours?
4. What aspects of our modern society would we want to preserve for the enlightenment of future generations?
5. What will future generations know about us from our creations in government, education and art?
6. What are the tragedies and triumphs of ancient Greece and Rome that prevail as tragedies and triumphs of our modern society?
7. How can we learn from the ancient Greeks and Romans to better overcome the tragedies and enjoy the triumphs?

Men of every age seek to preserve their age for posterity. They create in the fields of art, architecture, drama and literature and trust that succeeding generations will mark their achievement. Men of every age seek to express their attainments and their frustrations in creative production. And men of every age produce creatively for their own comfort and enlightenment. And creations that have been born for all of these reasons serve to describe the age for men of the future. When a nation is at peace her people are inspired to better enjoy that peace and to preserve that peaceful society through imaginative production. When nations are at peace her men are inspired to evaluate and appreciate the cultural contributions of men and nations that have gone before. When peace prevails, culture flourishes.

SUGGESTED TIME: Four Weeks.

UNIT VI: Dixeris egregie, notum si callida verbum reddiderit iunctura novum.

Ars Poetica, 47
Q. Horatius Flaccus

CONCEPT: ONE MAY UNDERSTAND, APPRECIATE, AND USE HIS OWN LANGUAGE MORE EFFECTIVELY BY STUDYING THE STRUCTURE AND VOCABULARY OF A COGNATE LANGUAGE AND MAKING COMPARISONS AND CONTRASTS.

1. English grammatical nomenclature is based upon that of the Latin language.
2. The function of parts of speech in English is akin to that of the Latin parts of speech.
3. Grammatical concepts such as voice, tense, person, and number are based upon Latin concepts.
4. English word-order determines the sense of a sentence; inflection governs the meaning of a Latin sentence.
5. The meaning of unfamiliar English words can be readily determined by a knowledge of the Latin root-words and the function of prefixes and suffixes.

INSTRUCTIONAL MATERIALS:

1. Basic Language Principles with Latin Background, Wilson (The number of lessons covered will be determined by the individual teacher.)
2. Teacher-prepared supplements to emphasize or give additional practice in the elements being studied
3. Background material from teacher bibliography on language and etymology

SUGGESTED ACTIVITIES:

1. Classroom work in each lesson.
2. Use of the overhead projector; teacher-prepared transparencies
3. Regular homework assignments ("Additional Exercises" at the end of each lesson)

SUGGESTED TIME: Three Weeks.

FINAL WEEK OF THE COURSE

OPEN HOUSE FOR PARENTS

1. Display of projects, reports, derivative workbooks, etc.
2. Entertainment (skit, dialogue, character sketch, style show, etc.)
3. Time of day to be set by individual teacher

The Open House can be as simple or as elaborate as the teacher cares to make it. It should be an opportunity for the students to enjoy themselves and to demonstrate for their parents the skills and knowledge acquired in the course of their studies.

Although the teacher is burdened with other responsibilities during this final week and this activity will add to the burden, the Open House is intended to be a culminating activity, one which will enable the student to look ahead to the eighth grade with enthusiasm.

STUDENT READING LIST

M = Monticello library, Rx = Roxboro library, Rt = Roosevelt library, W = Wiley library

Fiction

Alessios. Spear of Ulysses. Longman's, 1941.
Allinson. Children of the Way. Harcourt-Brace, 1923.
Allinson. Roads from Rome. MacMillan, 1913.
Anderson. For Freedom and for Gaul. Biblo & Tannen, 1957.
Anderson. Pugnax the Gladiator. Biblo & Tannen, 1959.
Rx Anderson. A Slave of Catiline. Biblo & Tannen, 1957.
Anderson. Sword of Segestus. Scholastic, 1932.
Anderson. Swords in the North. Biblo & Tannen, 1957.
Rx Anderson. With the Eagles. Biblo & Tannen, 1957.
Atherton. Dido, Queen of Hearts. Chapman & Hall, 1929.
Barrington. Laughing Queen. Dodd-Mead, 1929.
M,Rx,Rt,W Baumann. I Marched With Hannibal. Walck, 1961.
Behn. Omen of the Birds. World, 1966.
Berry. Winged Girl of Knossos. Appleton-Century-Crofts, 1933.
Capon. Kingdom of the Bulls. W. W. Norton, 1962.
Capon. Lord of the Chariots. Hodder, 1962.
Capon. Warrior's Moon. Putnam, 1964.
Church. Lucius. Biblo & Tannen, 1960.
Church. Crown of Pine. Seeley, 1904.
Church. To the Lions. Putnam, 1889.
Church. Fall of Athens. Seeley, 1894.
Church. Helmet and Spear. Seeley, 1900.
Church. Lords of the World. Blackie & Sons, 1898.
Church. Three Greek Children. Seeley, 1889.
Church. Two Thousand Years Ago. Blackie & Sons, 1885.
Church. Young Macedonian. Seeley, 1890.
Clark. Woe to the Conquered. Low, 1893.
Clason. Murder Gone Minoan. Doubleday, 1939.
Coatsworth. Hand of Apollo. Walck, 1965.
Coles. Greak Caesar's Ghost. Doubleday, 1943.
Rx,W Coolidge, King of Men. Hutchinson, 1966.

Fiction - continued

Rx	Coolidge. Marathon Looks on the Sea.
	Crew. Lost King. Century, 1929.
	Crew. Singing Seamen. Century, 1930.
	Crew. Trojan Boy. Century, 1928.
	Daringer. Yesterday's Daughter. Harcourt-Barce, 1964.
Rx	Davis. A Friend of Caesar. Macmillan, 1919.
	DeBeer. Alps and Elephants. Dutton, 1957.
	Donauer. Swords Against Carthage. Biblo & Tannen, 1961.
Rx	Efremov. Land of Foam. Houghton, 1959.
	Evans. Olympic Runner. 1888.
	Eyre. Children of Light. Lippincott, 1957.
Rx	Faulkner. The Traitor Queen. Doubleday, 1963.
M,Rx,Rt,W	Forman. The Skies of Crete.
Rx	Gale. Julia Valeria. Putnam, 1951.
	Gilkes. Four Sons. Symcox, 1906.
	Godwin. Roman Eagle. Oxford, 1951.
	Gray. Roman Eagle, Celtic Hawk. Barnes & Noble, 1959.
Rt	Green. Land beyond the North. Bodley Head, 1958.
	Green. Luck of Troy. Bodley Head, 1960.
	Green. Mystery at Mycenae. Barnes & Noble. 1959.
	Hyde. Temple of the Winds. World, 1965.
	Ingles. Test of Valor. Winchester, 1953.
M,W	Johnson, Farewell to Troy. Houghton, 1964.
M,Rx,W	Johnson, Witch Princess.
	Kent. He Went with Hannibal. Houghton, 1964.
	Knudsen. The Challenge. Macmillan, 1963.
W	Lawrence. Gift of the Golden Cup. Bobbs-Merrill, 1960.
W	Lawrence. Theft of the Golden Ring. Bobbs-Merrill, 1948.
	Lemp. Potter and Little Greek Maid. Viking, 1958.
	Lindsay. Hannibal Takes a Hand. 1941.
	Lindsay. Rome for Sale. Harper, 1934.
	Llewellyn. Flame of Hercules. Doubleday, 1955.
	Mayer. Olympiad. Biblo & Tannen, 1962.
	McGraw. Golden Goblet. Coward-McCann, 1961.
	Merrell. Prisoners of Hannibal. Nelson, 1958.

Fiction - cotinued

Palmer. *At the Lion Gate*. Houghton, 1962.

Palmer. *Treachery in Crete*. Houghton, 1961.

Rx Parandowski. *The Olympic Discus*. Ungar, 1964.

Powers. *Hannibal's Elephants*. Longmans, 1944.

Plowman. *Road to Sardis.* Houghton, 1966.

Polland. *City of the Golden House*. Doubleday, 1963.

Pollack. *Phaethon*. Lippincott, 1966.

Powers. *Alexander's Horses*. McKay, 1959.

Rx Powers. *Hannibal's Elephants*. McKay, 1944.

Ray. *Voice of Apollo*. Farrar, Strauss, 1965.

Renault. *Bull from the Sea*. Pantheon, 1962.

Renault. *The King Must Die*. Pantheon, 1958.

Renault. *The Last of the Wine*. Pantheon, 1956.

Renault. *The Mask of Apollo*. Longmans, 1966.

Serralier. *Clashing Rocks*. Walck, 1964.

Serralier. *Fall from the Sky*. Walck, 1966.

Serralier. *Gorgon's Head*. Walck, 1962.

Seton. *Mistletoe and the Sword*. Doubleday, 1955.

Shore. *Captive Princess*. McKay, 1952.

Sienkiewicz. *Quo Vadis*. Grosset, 1896.

W Snedecker. *Forgotten Daughter*. Doubleday, 1933.

Snedecker. *Perilous Seat*. Doubleday, 1923.

Snedecker. *The Spartan*. Doubleday, 1911.

Snedecker. *Theras and His Town*. Doubleday.

Snedecker. *A Triumph for Flavius*. Lothrop, 1955.

Snedecker. *White Isle*. Doubleday, 1940.

Sprague. *Northward to Albion*. Roy, 1947.

M,Rt,W Sutcliffe. *Eagle of the Ninth*. Walck, 1954.

M,Rx,Rt Sutcliffe. *Lantern Bearers*. Walck, 1959.

M,Rx Sutcliffe. *Mark of the Horse Lord*. Walck, 1965.

Rx Sutcliffe. *The Outcast*. Walck, 1955.

Rt Sutcliffe. *The Silver Branch*. Walck, 1958.

Sutcliffe. *Warrior Scarlet*. Walck, 1958.

W Trease. *Web of Traitors*. Vanguard, 1952.

Trease. *Crown of Violet*. Macmillan, 1952.

Fiction - continued

Rx	Trease. Message to Hadrian. Vanguard, 1955.
	Wallace. Ben Hur. Harper, 1880.
	Warner. Imperial Caesar. Little, Brown.
	Warner. The Young Caesar. Little, Brown, 1958.
	Webb. We Were There with Caesar's Legions. Grosset & Dunlap, 1960.
	Wells. On Land and Sea with Caesar. Biblo & Tannen, 1959.
	Wells. With Caesar's Legions. Biblo & Tannen, 1962.
	White. Song of the Sirens. Dutton, 1919.
	Whitehead. Standard Bearer. Biblo & Tannen, 1962.
	Williams. Counterfeit African. Oxford, 1944.
	Williams. Medusa's Head. Random House, 1960.
	Williams, Roman Moon Mystery. Oxford, 1948.
	Williams. Stolen Oracle. Oxford, 1943.
	Williamson. The Eagles Have Flown. Knopf, 1957.
M	Williamson. The Iron Charm. Knopf, 1964.
	Winterfield. Detectives in Togas. Harcourt-Brace, 1956.

Non-Fiction

Rx	Agard. Greek Tradition in Sculpture. Oxford, 1930.
M,Rx,W	Asimov. The Greeks. Houghton, 1965.
Rx	Asimov. The Roman Republic. Houghton, 1962.
Rx	Baikie. Ancient Crete. Black, 1924.
Rx	Baumann. Lion Gate and Labyrinth. Pantheon, 1967.
M	Birley. Life in Roman Brittany. Putnam's, 1964.
Rx	Braymer. The Walls of Windy Troy. Harcourt, 1960.
Rx	Brumbaugh. Ancient Greek Gadgets and Machines. Crowell, 1966.
Rx	Church. The Aeneid for Boys and Girls. Macmillan, 1908.
Rx	Church. The Iliad of Homer. Macmillan, 1907.
Rx	Colum. The Adventures of Odysseus and the Tale of Troy. Macmillan, 1918.
Rx	Coolidge. Caesar's Gallic War. Houghton, 1961.
M,Rx	Coolidge. Lives of Famous Romans (Plutarch's). Houghton, 1965.
Rx,Rt,W	Cowell. Everyday Life in Ancient Rome. Putnam's, 1961.
Rx	DeBorhegyi. Ships, Shoals, and Amphoras. Holt, 1961.
Rx	De Camp. The Ancient Engineers. Doubleday, 1960.

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Rx	Duggan. The Romans. World, 1964.
Rx	Duggan. King of Pontus. Coward, 1959.
W	Gayley. The Classic Myths. Blaisdell, 1965.
Rx	Gardner. The Art of Greece. "The Studio" (London)
	Green. A Book of Myths. Dutton, 1965.
	Green. Tales the Muses Told. Walck, 1965.
	Green. Heroes of Greece and Troy. Walck, 1961.
Rx	Goldberg. Hippocrates, Father of Medicine. Watts, 1963.
Rx	Gunther, John. Alexander the Great. Random House, 1953.
Rx	Harvey. The Quest of Archimedes. Doubleday, 1962.
Rx	Honour. Secrets of Minos. McGraw-Hill, 1961.
	Isenberg. Caesar. Harper & Row, 1964.
Rx	Kerr. The Odyssey; an abridged translation. Warne & Co, 1947.
	Komroff. Julius Caesar. J Messner, 1955.
Rx	Lamb. Alexander of Macedon. Doubleday, 1946.
Rx	Lamb. Hannibal. Doubleday, 1958.
W	Lang. Tales of Troy and Greece. Ray, New York.
Rx	Mills. The Book of the Ancient Greeks. Putnam, 1925.
Rx	Mills. The Book of the Ancient Romans. Putnam, 1937.
Rx	Moss. Sports and Pastimes Through the Ages. Arco, 1952.
W,Rx	Picard. The Iliad of Homer. Walck, 1960.
W	Pei. All About Language. Lippincott, 1954.
Rx	Plutarch. The Lives of the Noble Grecians and Romans. Modern Library, 1932.
Rx	Price. Made in Ancient Greece. Dutton, 1967.
M,Rx	Quennell. Everyday Things in Archaic Greece. Putnam, 1931.
Rx	Quennell. Everyday Life in Homeric Greece. Putnam, 1930.
Rx	Quennell. Everyday Life in Roman Britain. Putnam, 1952.
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Rx	Reinfeld. Picture Book of Ancient Coins. Sterling, 1963.
W	Robinson. Plutarch: Ten Famous Lives. Dutton, 1962.
Rx	Samachson. Good Digging. Rand, 1960.
Rx	Schobel. The Ancient Olympic Games. Van Nostrand, 1965.
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Rx	Shippen. Portals to the Past. Viking, 1963.
Rx	Silverberg. Empires in the Dust. Chilton, 1963.

Non-Fiction - continued

Rx	Silverberg. *Socrates*. Putnam, 1965.
Rx	Silverberg. *Sunken History*. Chilton, 1963.
Rx	Tarbell. *History of Greek Art*. Macmillan, 1896.
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Rx	Throckmorton. *The Lost Ships*. Little, Brown, 1964.
Rx	Vaughan. *The House of the Double Axe.* Doubleday, 1959.
Rx	Vaughan. *Those Mysterious Etruscans*. Doubleday, 1964.
M,Rx,Rt	Von Hager. *Roman Roads*. World, 1966.
Rx	White. *Lost Worlds*. Random House, 1941.
	White. *The Boys' and Girls' Herodotus*. Putnam's, 1894.
M,Rx,W	Zimmerman. *A Dictionary of Classical Mythology*. Harper Row, 1964.

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CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

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CULTURAL LANGUAGE STUDY - GRADE 7

ERRATA

page 9 - line 4 - MAN'S NEED FOR should be MAN NEEDS

" 9 - " 18 - period after included should be a colon

" 10 - " 29 - Words that came into our vocabulary...should be d.

" 10 - " 28 - Science as related...should be e.

" 11 - " 4 - prinitive should be primitive with parentheses around phrase

" 11 - " 7 - should read - ...to the whole if the group is to survive.

" 11 - " 12 - should read - ...we really have a democracy. Are we...

" 18 - " 4 - hours should be underlined

" 18 - " 5 - school should be underlined

" 18 - " 9 - program should be underlined

" 18 - " 11 - know should be underlined

" 19 -

" 22 - " 10 - rho should be underlined

" 22 - " 27 - do should be go

" 24 - " 17 - colen should be colon

" 25 - " 31 - omit (See language study on following page)

" 27 - " 35 - earch should be earth

" 30 - " 22 - Civilization should be capitalized - ; after Minos

" 30 - " 24 - Homes should be capitalized

" 31 - " 18 - Minean should be Minoan

" 33 - " 7 - caustes should be caustos

" 34 - " 11 - should read - They were taller and broader...

CULTURAL LANGUAGE STUDY - GRADE 7 - ERRATA

page 35 - line 5 - Strict should be capitalized
" 37 - " 33 - should read - ...play the tape Jason
" 40 - " 7 - Hecter should be Hector
" 40 - " 20 - commensense should be common sense
" 41 - " 14 - narcisses should be narcissos
" 41 - " 18 - labyrinthes should be labyrinthos
" 41 - " 17 - ψυχή
" 48 - " 52 - period after Athens.
" 52 - " 9 - Λάκων
" 53 - " 49 - Pericles should be Pericles'
" 56 - " 38 - man should be name
" 59 - " 15 - also may mean "a means,"an"expedient"
" 61 - " 8 - ἀγγέλλω
" 63 - " 6 - transliteration should read odous
" 64 - " 6 - πολός, ἡ, ὁ
" 65 - " 11 - (συν μετρια συμμετρία)
" 65 - " 12 - initial ρ is doubled. (δια ῥοία διάῤῥοια)
" 66 - " 15 - ὄπισθεν
" 69 - " 29 - astistic should be artistic
" 75 - " 3 - IV should be V
" 77 - " 47 - Phyrric should be Pyrrhic
" 77 - " 23 - Caius should be Gaius
" 86 - " 37 - should read...his power (J. Caesar) and an emperor...
" 86 - " 38 - prescription should be proscription
" 87 - " 26 - agressors should be aggressors
" 88 - " 37 - should read - ...number of senators and restored the senate to a position...

CULTURAL LANGUAGE STUDY - GRADE 7 - ERRATA

page 89 - line 54 - Caius Marcus' should be Gaius Marcius'
" 90 - " 46 - old-fashined should be old-fashioned
" 91 - " 6 - Deleda should be Delenda
" 93 - " 25 - triumverate should be triumvirate
" 94 - " 14 - agression should be aggression
" 94 - " 15 - should read - ...Nations asserting their strength...
" 98 - " 1 - unti should be unit
" 103 - " 18 - criminials should be criminals
" 108 - " 43 - omit s between men and studied
" 108 - " 46 - Caludius should be Claudius
" 112 - " 35 - Vergil's should be Vergil
" 113 - entire - should follow page 82